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ABSTRACT

Designed to provide two-year college educators with guidelines and suggestions for program planning, design, delivery, and evaluation in the area of training for international trade, this book contains narratives on program development and sample materials that can be used as models. Chapter 1 describes the formation of partnerships to provide effective programs and offers guidance on determining the types of partners to seek with a college's local community. Chapter 2 discusses the selection and use of international trade specialists as consultants and business counselors. Chapter 3 describes the design and delivery of programs and services at three institutions. Chapter 4 addresses financial support for international trade programs and provides information on how particular types of resources can be sought and used by community colleges. Chapter 5 contains examples of promotional materials for market development seminars and various other programs designed to appeal to the needs of different market segments. Chapter 6 provides outlines for noncredit courses covering the fundamentals of international trade. Chapter 7 contains outlines for seminars on a variety of topics designed to meet more specialized information needs of businesspersons at various levels of expertise and a directory of course descriptions arranged by topics. Chapter 8 is a compendium of resources suggested by the contributing authors, some intended for use by program clients and others for professional development in the field of international business. Included in this chapter are descriptions of videotapes and software packages, and a list of professional organizations to contact for additional information and services. (AYC)

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TRAINING FOR TRADE

COMMUNITY COLLEGE PROGRAMS TO PROMOTE EXPORT

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Lourdene Huhra and Mary L. Fifield, Editors

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COLLEGE

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TO PROMOTE

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COMMUNITY COLLEGE PROGRAMS TO PROMOTE EXPORT

Lourdene Huhra and Mary L. Fifield, Editors

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American Association of Community and Junior Colleges

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Foreword

I am very pleased to welcome you to the world of international trade through these materials assembled in *Training for Trade: Community College Programs to Promote Export.* It is a world of opportunity and challenge. *Training for Trade* is designed to provide a rich resource for community college administrators designing new export development programs and for faculty developing practical courses on exporting. With such resources to enhance their courses, the community college system can better prepare students and local entrepreneurs to seize the opportunities that export markets offer and master the challenges inherent in foreign trade.

The size of world export markets, as estimated by the Secretariat of the General Agreement on Tariffs and Trade (GATT), is approaching $4 trillion. Total merchandise exports are $3.1 trillion, and exports of services account for another $680 billion in trade. Firms in your community may be able to share in that enormous flow of business. In 1990 U.S. firms exported nearly $400 billion of goods. U.S. exports of services amounted to well over $100 billion. While large multinational firms generate a large share of U.S. exports, thousands of small firms are exporting their products and services. Often, something unique in what they sell helps them carve out a profitable market niche in foreign markets. Accordingly, all students—those preparing for careers in business, those employed by small local firms and by multinational corporations engaged in manufacturing goods or providing services, as well as independent business owners, can enhance their company's performance in world markets by learning more about the competitive environment of world trade.

I realize that entering the world of trade is a real challenge for the newcomer. The materials in *Training for Trade* could be a helpful guide for training those who are taking their first steps into the world of foreign sales. These readings provide valuable information for administrators engaged in curriculum development and for faculty preparing courses that offer practical guidance for those new to exporting. In addition to the "how to" courses and examples of successful programs and individuals this guide describes, these materials should help instructors build connections between their students and the networks of assistance that exist in many communities. Some of the export resources are national in scope and consistent across the country. However, there are many resource networks in local communities that elude general descriptions, and therefore community colleges are well-positioned to introduce their students to those resources. This initiation not only makes such courses interesting and relevant, it also familiarizes students with community resources that can prove beneficial to the students' export efforts long after they have completed their studies.

I commend the American Association of Community and Junior Colleges for their efforts in bringing to the community college system materials designed to introduce students and local business firms to the world of international trade.

—Carla A. Hills
U.S. Trade Representative

Preface

Increasingly, community, technical, and junior colleges are becoming involved in education and training for today's global economy. Responding to local business needs for information and assistance, institutions are developing partnerships with public and private sector organizations to deliver training for trade. Colleges with some history in international business programming have established comprehensive international trade centers offering a variety of trade promotion services. Colleges with more limited experience take advantage of existing infrastructures to provide business and industry training delivered by faculty and, more frequently, by local international trade practitioners. Other colleges, recognizing increasing community need and interest, are in the initial stages of program development.

Regardless of the level of community college involvement in export training, there is a scarcity of resources to assist economic development administrators who desire to begin or expand international trade programming. This publication makes available the expertise of colleges that are playing leading roles in export education, as well as the experiences of selected colleges in the beginning and intermediate stages of program development. The goals of this publication are to provide guidelines for program planning, steps in program design, suggestions for program delivery and evaluation, and sample materials that can be used as models.

To select materials for the publication, letters were sent to all community colleges that have been awarded funding through the Title VI, Part B Business and International Education Program of the U.S. Department of Education. The letter explained the purpose of the publication and invited grant project directors at each institution to contribute materials. Furthermore, calls for contributors were made at the annual conferences of the Community Colleges for International Development, Inc.; the American Association of Community and Junior Colleges International/Intercultural Consortium; and the National Association of Small Business International Trade Educators. These announcements were followed by telephone calls to all persons who initially expressed interest in the project, as well as to representatives of colleges known to be involved in international trade education.

The contributors submitted promotional brochures, course descriptions, and seminar outlines from programs at their colleges. The articles were written especially for this publication. In addition, several community college chancellors and presidents whose colleges are represented in the publication and are in the forefront of international trade education were invited to contribute essays. Preceding each chapter, these essays underscore the commitment of these educational leaders and their vision of the vital role of community colleges in contributing to U.S. competitiveness within today's global economy.

The book is divided into two parts; the first contains narratives related to program design, development, and implementation, and the second provides resources to be used in the marketing and delivery of programs. Chapter One describes the formation of partnerships to provide effective programs and gives readers assistance in determining the type of partners to seek in their own communities. Chapter Two discusses the selection and use of international trade specialists as consultants and business counselors. Chapter Three describes the design and delivery of programs and services at three institutions. The articles contained in the first three chapters describe programs that are at various levels of development, giving the reader a sense of the developmental process as well as a sense of how the expertise demonstrated by these colleges has evolved. Chapter Four addresses financial support for international trade programs and provides information on how particular types of resources can be sought and used by community colleges.

Part Two is designed to provide assistance once program objectives and developmental strategies are in place. Most colleges begin with a market development seminar, such as a half-day overview of the opportunities of exporting, followed by a series of seminars covering the fundamentals of international trade. Chapters

Five and Six contain essential information needed to begin. Chapter Five contains examples of promotional materials for single programs, beginning with the market development seminar described above, followed by promotional brochures containing multiple offerings designed to appeal to the needs of different market segments. Chapter Six provides outlines for noncredit courses covering the fundamentals of international trade.

Chapter Seven contains outlines for seminars on a variety of topics designed to meet more specialized information needs of businesspersons at various levels of expertise and a directory of course descriptions arranged by topic. Chapter Eight is a compendium of resources suggested by the contributors, some intended for use by program clients and others for professional development in the field of international business.

The strengths of this publication lie in its step-by-step discussion of program development and in its provision of supporting resource materials. What is lacking in the publication is clear direction on how to identify and develop markets for international trade programs. Given that such a low percentage of companies with export potential actually export, this is clearly an issue that, while outside the scope of this publication, should be addressed. Moreover, although institutions generously contributed materials that were available, one of the more difficult tasks of the editors was to obtain examples of course syllabi and outlines. Most of the colleges represented here rely on international trade practitioners to deliver instruction, while college staff provide marketing, coordination, and administrative support. As a result, instructional materials comparable to those available for associate degree programs or credit courses are lacking, and course content remains essentially in the minds of the presenters. The value of the outlines included here is in their usefulness in guiding practitioners to organize their knowledge so that it can be effectively communicated to new-to-export participants.

As editors, we owe our biggest debt to the authors and contributors from 31 colleges and public and private sector organizations whose work was selected for this publication. Equal appreciation goes to Susanna C. Easton of the U.S. Department of Education, who saw the potential usefulness of the publication and recommended the funds to develop and produce it. For her motivating and supportive Foreword, we extend a special thank you to Ambassador Carla A. Hills. We also express our gratitude to the American Association of Community and Junior Colleges for the production of the book, and to Bonnie Gardner, assistant vice president for communications services, for her assistance, advice, and patience as the work progressed. Similarly, our gratitude is extended to our college presidents, Barbara D. Holmes, Milwaukee Area Technical College, and David G. Moore, Mott Community College, for their strong support of this publication as well as our other efforts in international education. We express our gratitude to Mott Community College Administrative Assistant Cindy Cartier for her careful attention to the production of the manuscript, and to J. Michael Wood, director of institutional research and planning, for his technical assistance. Finally, Mary Fifield thanks her husband, Ed Hoffman, for consistently demonstrating during this and other projects strong encouragement and an uncommon level of support for her professional life and pursuits.

—Lourdene Huhra
Mary L. Fifield

PART ONE

TRAINING FOR TRADE: DEVELOPING EFFECTIVE PROGRAMS

CHAPTER ONE
Building Partnerships

With economic development firmly established as an integral part of the community college mission, many institutions are re-examining exactly what economic development means today. Increasingly, the success of business and industry training efforts is measured by the extent to which local firms flourish in a highly competitive global environment.

This chapter places economic development within this global framework and offers differing yet somewhat parallel perspectives on establishing the requisite strategies and partnerships to optimize resources for international trade development programs. An introductory essay by David G. Moore underscores the importance of collaboration toward the attainment of mutually beneficial goals. In the first article, Joyce S. Tsunoda provides a contextual framework for internationalization and discusses a coalition that Hawaii's seven community colleges, the University of Hawaii, the East-West Center, and the state of Hawaii formed to establish the state as an international center for human resource development. Next, Nancy Lloyd Pfahl presents the partnership strategy that resulted in the College of DuPage's export assistance program being named as Illinois's first International Trade Center. The third article describes how a troubled economic climate led Mott Community College in Flint, Michigan, to coordinate a community-based effort to stimulate economic growth through export education. In the final article, Margriet Hotzy from Fullerton College o'fers pragmatic advice and guidelines for successful establishment of export training programs at community colleges.

JOINT VENTURES: THE KEY TO CREATING AN INTERNATIONAL PROGRAM

By David G. Moore

It is no secret that America is losing its hold in the global marketplace. There are no clear-cut answers as to how the nation can regain its competitiveness. Whatever the solutions, however, educational institutions will have essential roles to play. Indeed, higher education is one area where the United States still has a positive balance of payments.

Community colleges are responding by establishing programs to support the international business needs of local firms. However, few colleges have the resources to expand sufficiently to serve their client base; therefore, successful schools are applying their expertise in forming partnerships to generate essential resources. These joint efforts are becoming the key to garnering experts, pooling financial resources, promoting prospects, and creating international economic development capacity.

Through such alliances, colleges can tap into the expertise of businesses engaged in international trade, local banks, and state international development agencies. Businesses receive the specific customized training they need for their employees. Both sides are eager to cooperate because of the reciprocal benefits that each receives from the relationships.

These partnership activities are successful because they are based on mutually beneficial goals. The ventures have assisted community colleges in increasing the availability of scarce resources to initiate or expand existing activities. For business enterprises, these relationships have been basically good business deals.

Only through collaborations where the parties share common goals and benefit from each other will we be able to contribute to the national effort to regain our competitiveness in the global marketplace. Community colleges are well-positioned to be at the helm of this effort.

David G. Moore is president, Mott Community College, Flint, Michigan.

TRAINING FOR TRADE—HAWAIIAN STYLE

By Joyce S. Tsunoda

Traditionally in higher education, international education has been the purview of the baccalaureate campuses. More specifically, international education has been limited to liberal arts students who study abroad or major in foreign languages or cultural area studies, or to graduate students engaged in research and scholarly studies. By these definitions, community colleges nationally have not been in the international education loop.

This tradition is rapidly changing. In its landmark report, *Building Communities: A Vision for a New Century* (1988), the AACJC Commission on the Future of Community Colleges states boldly that "parochialism is not an option" (p. 32). As community college educators, we have an obligation to develop global awareness among our students and to encourage partnerships within our global communities as well as at the local and national levels.

Hawaii's seven community colleges have responded enthusiastically to this challenge in partnership with the University of Hawaii's four-year baccalaureate campuses, the East-West Center, and the state of Hawaii. Our community colleges are unique in that they belong to a system that includes a major research university, a four-year campus, an upper-division college, and five outreach centers—all governed by a single Board of Regents. The seven community colleges are spread throughout our island state, with four campuses on the island of Oahu and campuses on the islands of Maui, Kauai, and Hawaii.

As we enter a new decade marked by the economic and political emergence of Pacific Rim nations, Hawaii occupies an enviable position as a result of its geographic location at the crossroads between Asia-Pacific and the West, and because of its diverse multicultural, multiethnic population. The state has made a firm commitment to an international role for Hawaii as well as to developing international education and international literacy among our students. In fact, one goal is to establish Hawaii as an international center for human resource development through education, training, and technology.

Hawaii's Governor John Waihee summarized the challenge to us all when he said:

> America needs to go beyond the goals of international education to achieve international literacy. International literacy means an understanding of culture, language, geography, history, and current events.
>
> Moreover, it means being able to see the world in new ways and appreciating other points of view as well as our own. It means being a world citizen (National Governors' Association, 1989, p. 18).

Three significant reports marked the emergence of Hawaii's commitment to an international role. In 1987 the East-West Center sponsored a report, *Hawaii's Future in the Pacific: Disaster, Backwater or Future State* (Smyser, 1988), which was a prelude to the 1988 Governor's Conference on Hawaii's International Role. This conference gathered a broad segment of leaders in business, government, and education. The report generated by the congress provides a blueprint for Hawaii's future role in the international arena (*Report of the Governor's Congress on Hawaii's International Role*, 1989). Of specific interest to the higher education community was the identification of international education and "education as an export" as priorities for the state.

This was followed in 1990 by a second East-West Center report, *Hawaii as an East-West Bridge*, which surveyed the economic value of international activities—excluding tourism, the state's major industry. Although many of the statistics were "ballpark estimates" (Smyser, 1990, p. 2), the findings of this survey were significant. According to the report, educational, training, and research activities in Hawaii have the potential to generate an estimated $93.5 million in income for the state and an estimated 3,200 jobs (Smyser, 1990).

An estimated 3,648 foreign students were studying in Hawaii's public and private colleges in 1987–88. These students spent an estimated $23 million in cost-of-living expenditures. About 1,791 of these students attended the University of Hawaii campuses. The figures do not include about 5,500 foreign students enrolled primarily in noncredit programs during the University of Hawaii summer sessions or significant numbers of students enrolled in the international programs at the East-West Center and other public and private programs operating in 1987–88 or established since then (Smyser, 1990).

It is interesting to note that the first international assembly of junior colleges was held at the East-West Center in Honolulu in 1970 with financial assistance from the Ford Foundation. Eighteen countries were represented, including a majority from the Pacific Basin. One recommendation made was that an office be established to continue to promote and provide opportunities for communication (Gleazer, 1989).

Training for Trade

Against this backdrop, the University of Hawaii Community Colleges have assumed a leadership role in promoting and providing international education opportunities, or training for trade. It helps to define the term "training for trade" to understand the directions Hawaii community colleges have adopted. "Training for trade" as we define it has three applications:

- Providing technical training and other opportunities to Asia-Pacific government, business, and education leaders to learn about American products and services
- Providing educational opportunities and training to local businesspersons and students to provide them with knowledge and skills to develop export or import trade with other countries
- Providing educational opportunities to Americans from other states to learn about Asia and the Pacific in a comfortable environment enriched by a mosaic of Asian, Pacific, and European ethnic groups and cultures

International Expo/Conferences

In April 1988, after a year of intensive planning coordinated by our community colleges, Hawaii was the site of an international conference and exposition to increase U.S. exports, specifically training expertise, related services, and products, to Asian and Pacific nations.

The conference, "U.S. Training for Trade and Economic Development in Asia and the Pacific," was sponsored by the United States Trade and Development Program in Washington, D.C. About 400 persons from the United States and Asia and the Pacific attended the conference and trade fair. Among the areas represented were Hong Kong, Indonesia, Korea, Malaysia, the Marshall Islands, Micronesia, People's Republic of China, the Philippines, Republic of Belau, Singapore, Taiwan, and Thailand.

The conference consisted of four full days of seminars, presentations, panel discussions, and training site tours that provided information on model vocational training methods; partnerships among education, business, and industry; technology; and competency-based education. More than two dozen guest speakers from the United States and Asia-Pacific countries shared information on the training needs of East Asian and Pacific countries and how American technical training and educational services can assist these countries.

The more than 60 exhibitors included commercial and educational institutions providing vocational, technical, and health services training programs and educational equipment, software, and supplies. Exhibitors included the AACJC International/ Intercultural Consortium, Stanford Research Institute in California, and community colleges and other educational institutions from throughout the United States and Hawaii. Participating organizations included the U.S. departments of Commerce and Labor, East-West Center, American Society of Agricultural Consultants, University of Hawaii, and Economic Development Corporation of Honolulu.

Selection of Hawaii's community colleges to host this prestigious conference was due in part to good fortune, although our community colleges had already begun to develop relationships individually and as a system with educational institutions in Pacific Rim countries. As a prelude to the conference, AACJC in 1986 organized a project to orient Malaysian officials to U.S. community college education and training capability as well as a subsequent survey of technical education training needs (in Hong Kong, Indonesia, Malaysia, Singapore, and Taiwan), in which a member of Hawaii's community colleges administrative staff participated.

Lessons Learned

What did we learn from this conference? The greatest value provided by the conference was not a phenomenal increase in U.S. exports, but the opportunity to interact with representatives from Asian and Pacific countries to learn firsthand about their interests and problems. The most valuable lesson was how much we have yet to do and learn if we are to engage in international relationships that are mutually productive.

Some lessons are basic. For example, if we expect to provide educational software to these nations, at a minimum we should develop promotional materials and documentation in their native languages. Americans can no longer assume that whatever we develop has universal applications and intrinsic value. U.S. Senator Daniel K. Inouye put it succinctly when he said at the conference that America must stop telling Asia and Pacific nations, "We know what's good for you." We need to learn what is needed and how we can assist these Asian-Pacific countries.

We need to learn as much as we can about the educational systems and needs of each of these countries. While there may be regional and cultural similarities among the countries, each is unique. It is especially important to identify individuals who are policy makers within these countries and to educate them about the American educational system, which is incomprehensible to many people from other cultures (Clark, 1990). Community colleges, in particular, are difficult to explain to many Asian countries that have adopted elitist models of education. A publication such as *The International Visitor's Guide,* published by the American Council on Education, which explains the structure of education in the United States, is invaluable (Clark, 1990).

To optimize our own resources, it is equally important to identify strong potential "markets" for our services, namely those countries that have or are experiencing phenomenal economic growth and whose training requirements are growing—Korea, Singapore, and Taiwan, for example. We also need to be aware of what other countries are doing to assist these nations. New Zealand and Australia, for example, have strong educational marketing programs in several Asian countries.

The conference made it very clear that America's community colleges have something worthwhile to offer the world community—our strength in human resource development and our strong technical and liberal arts programs.

Ernesto Franco, chairman of the Center for Development Management and Productivity in the Philippines, was among those who called for greater international attention to the need for investment in human resource development and quality of life issues rather than on capital investment alone. "The foundation for development is people. . . human resources," he said.

Franco's requirements for human resource development programs describe America's community colleges. To be useful, he said, such a program must provide:

- Education and training that embody the country's value systems
- Realistic manpower plans attuned to the labor market, locally as well as internationally
- Education and training that ensure quality, equity, access, and efficiency

A Pakistani official, Javed Hamid, stated that it would be helpful to have American community colleges work with local groups, with support from the U.S. Agency for International Development, to set up industry-specific training centers. To be effective, Hamid said, training must be accessible to large numbers of people and sustained over a period of time.

Other participants from the Philippines stressed that providing training to transfer technical skills to local people produced better results than the assignment of U.S. consultants to these tasks. "Training permits people to optimize their potentials and puts to work the resource of abundance—the people," one representative said.

Home-Based Training

In addition to the training-for-trade fair and conference, international education in our community colleges has taken various forms, such as educational exchanges of faculty and students in both the liberal arts and the vocational-technical areas, emphasis on foreign languages, instructional and student activities that encourage appreciation for the rich cultural diversities of the communities we serve, and most importantly, internationalization of the curricula to incorporate a world view in all disciplines.

Kapiolani Community College, located on the slopes of Diamond Head, has developed an exemplary "Asia Pacific Across the Curriculum" program, which was the basis for its selection as an AACJC Beacon College in 1990 and for a grant from the Kellogg Foundation to, through a consortium, develop and implement international programs among colleges in the United States and the Asia-Pacific region.

The University of Hawaii Community Colleges' community services divisions have developed short-term noncredit programs to assist local businesses to develop export markets, funded in part by Title VI, Part B of the amended Higher Education Act of 1965, which was intended to promote institutional and noninstitutional education and training activities contributing to U.S. businesses' ability to prosper in an international economy. These programs range from one-day workshops to courses that extend over several weeks.

Each campus has also developed sister-school relationships with junior colleges abroad, primarily in Japan, and other types of relationships. Kauai Community College, for example, hosted a study tour from the University of Ryukyus during the summer of 1990. Kapiolani Community College has been providing training to culinary students from Japan for more than 20 years and has had a successful student exchange program with Kansai University, a prestigious research institution in Osaka, Japan.

The University of Hawaii Community Colleges have also agreed to function as a liaison between AACJC and public and private junior colleges in Japan. In 1989 Hawaii's community colleges assisted with the first American and Japanese college fair in Tokyo, which was sponsored by AACJC.

One of the most exciting developments in international education involving our community colleges will benefit colleges throughout the United States. Initiated by the Asian Studies Development Planning Workshop at the East-West Center in summer 1990, a series of annual summer seminars are being planned by AACJC and the American Association of State Colleges and Universities. Beginning in 1991, these seminars will allow faculty from two- and four-year colleges to collaborate on infusing curricula with an Asian-Pacific focus.

Conclusion

While most Americans tend not to think of education as a commodity, the potential economic benefit to the United States of technology transfer is phenomenal. In 1988–1989, 366,354 foreign students studied in the United States. More than half of these students came from Asia, followed by Latin America and Europe (Gardner, 1990). The expenditures of foreign students attending U.S. institutions today are already significant.

USING A PARTERNSHIP STRATEGY TO ESTABLISH A TRADE ASSISTANCE PROGRAM

By Nancy Lloyd Pfahl

Few economic development activities offer as high a return on investment as a well-designed, well-aimed export assistance program at the local or regional level. In addition to creating new jobs, trade programs help retain, strengthen, and expand existing industries. From a business development perspective, exporting can be profitable when it is a well-planned activity. It allows a company to broaden its market base, to increase production while reducing unit costs, to flatten its business cycle, and to extend the life of its products.

The abundance of exportable products and services, coupled with recent favorable exchange rates for U.S. products, has created a strong demand for export assistance services at the regional and state levels. Federal and state agencies have promoted exports for years, but now there are a growing number of programs operating at the community level (McRoberts & Conway, 1990). Across the country, a wide organizational spectrum offers trade assistance services. Small business development centers, city and county development offices, chambers of commerce, agricultural extension teams, industry associations, incubators, and community colleges all offer one-on-one counseling, market research, and applied, practical seminars.

These programs have two things in common: they focus on their own local business needs and they are managed with a high degree of commitment on both sides, service provider and service recipient. Some programs respond directly to the informational and marketing needs of area businesses; others are motivational, serving as catalysts to encourage firms to sell overseas. Many, including the College of DuPage International Trade Center's program, are a combination of both.

With its history of facilitating networking in the business community and meeting the training needs of business through customized contract training, the community college is uniquely positioned to respond to changing business needs in a global economy. Most federal and state trade assistance programs target businesses ready to move into new markets, as opposed to businesses preparing an initial international marketing plan.

Therefore, a niche can be identified for the community college positioned to bridge the information gap that exists between many small and medium-sized firms and the global marketplace.

Community colleges must identify ways of meeting today's economic challenge in their communities. That challenge is one of continuous re-evaluation. The immediate need for trade assistance programs is great, but the urgency becomes even greater as the world becomes a more interdependent place to live and trade.

Building Support for the Concept

The reasons for a small business to export are compelling. The U.S. market is only a small part of the world market: 95 percent of the world's population and 75 percent of total world purchasing power are located outside the United States (Terpstra, 1988). These demographics suggest that exporting holds the potential to be profitable. Like any other new business venture, however, it must be approached and planned from a long-term investment perspective rather than from a short-term profit orientation.

Statistics indicate that since 1960 world trade has grown at more than twice the rate of the U.S. economy. According to Kathawala et. al., "Since 1970, U.S. exports have doubled and now constitute almost 12 percent of the GNP. U.S. reliance on exports is at a historic high in combatting inflation, reducing trade deficit, supporting the value of the dollar, and creating new employment. The U.S. has reached a watershed in its economic history: the nation must either export more or accept a lower standard of living" (1989, p. 53).

According to federal estimates, every $1 billion in exports creates 25,000 jobs. At present, one in nine manufacturing jobs in the United States involves producing products for export markets, and an additional 1.9 million workers are employed nationwide in export-related services.

Many small and medium-sized manufacturers, however well-positioned in domestic markets, have never evaluated their export potential. Kathawala et. al. explain: "Currently, the U.S. export market is dominated by large companies and multinational corporations. Only 10 percent of the total U.S. export business is conducted by small businesses, despite the fact that foreign markets offer many small firms better opportunities for long-term growth and profitability" (1989, p. 53).

A review of state trade statistics substantiates this situation. In Illinois, for example, only six companies account for 87 percent of all exports. There are many reasons for this lack of exports from small businesses. Often the regulations and technicalities of export paperwork deter them from analyzing their current positions relative to potential international markets for their products. Trade and legal restrictions, both U.S. and foreign, as well as language and cultural barriers, definitely pose more of a hassle than an incentive to export, and certainly build in additional costs. On top of these disincentives, foreign product standards may dictate costly product modifications. And finally, finding a bank to work with a small business on export orders sometimes can be difficult.

What it takes to develop trade beyond United States borders is commitment, hard work, and tenacity, the same qualities that make small business owners successful in domestic markets. John J. Jecman, SCORE counselor and retired CEO of a Chicago-area manufacturing firm that received the Presidential E Award for excellence in exporting, has stated: "Commitment embodies dedication, determination, persistence, trust, investment, friendship, language—yes, and also frustration. This commitment must permeate an entire organization and involve every member of every department—sales, marketing, engineering, and finance" (1990, p. 1). To deliver a results-producing trade assistance program, a comparable commitment is also required of both the community college or other trade assistance agency and the trade specialist on staff of that institution or agency. Addendum A presents the questions and the process for facilitating a trade assistance program, and a complementary article in Chapter Three of this book, "Services of the International Trade Center at College of DuPage," discusses the program's service delivery.

Implementing a Partnership Strategy

Like all economic development programs, a trade assistance program relies on partnerships between government, education, and business and industry. These partnerships are the foundation on which the trade assistance program has been built at College of DuPage. Chart 1 presents the concept of the economic development triangle, and Chart 2 lists international trade assistance partners for that program. In establishing the trade assistance program, the strategy employed was to identify existing trade assistance resources, potential partners in all three sectors and to define a role for the college that did not duplicate existing programs.

CHART 1
ECONOMIC DEVELOPMENT PARTNERSHIPS

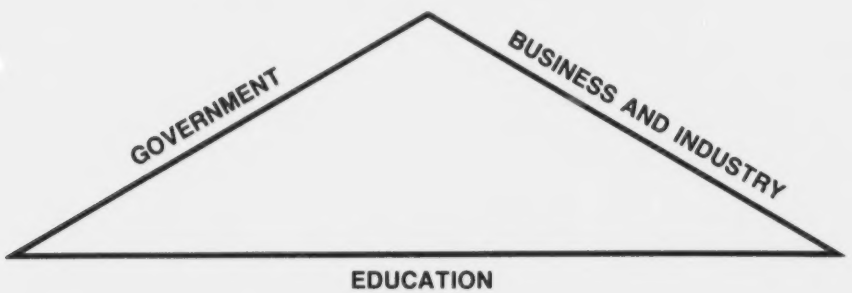


CHART 2
INTERNATIONAL TRADE ASSISTANCE PARTNERS

GOVERNMENT

Federal
- U.S. Department of Commerce—District Export Council
- U.S. Small Business Administration
- U.S. Department of Education
- Consulates, Trade Commissions, and Embassies

State of Illinois
- Illinois Office of the Lieutenant Governor
- Illinois Export Council
- Illinois Export Development Authority
- Illinois Department of Commerce and Community Affairs
- Illinois Overseas Trade Offices

Local
- City and County Departments of Economic Development

EDUCATION

- Illinois Community College Board
- University of Illinois at Chicago
- Illinois Benedictine College
- Other Regional Community Colleges and Four-Year Institutions

BUSINESS AND INDUSTRY/PRIVATE SECTOR

- Illinois World Trade Center
- World Trade Clubs and Associations
- Industry Associations
- Chambers of Commerce
- Banks, Law Firms, and Accounting Firms
- Freight Forwarders and Insurance Companies
- Export Management and Trading Companies
- Consultants and Information Services

The history of partnership development for the International Trade Center (ITC) at College of DuPage illustrates how one relationship can lead to another. The ITC works cooperatively with federal and state government partners, the first side of the economic development triangle. Five years ago, the Small Business Development Center, cooperating with the U.S. Department of Commerce, offered a 10-week course during fall quarter, "How to Sell Overseas: World Trade Outlook." Enrollment has grown steadily to 45 businesspersons in its fifth year. The ITC works closely with the regional trade specialist of the U.S. Department of Commerce International Trade Administration to help businesses in need of assistance move along the export learning curve. In addition, the ITC cooperates with the U.S. Small Business Administration (SBA), through the Small Business Development Center, SCORE, and Small Business Institute programs. SBA funding, administered by the Illinois Department of Commerce and Community Affairs, partially supports the ITC.

There is also a wide range of state government partners. Two of the most active are the Office of the Lieutenant Governor and the Illinois Department of Commerce and Community Affairs. The Lieutenant Governor was instrumental in bringing the World Trade Center Association to Illinois and in establishing the Illinois Export Development Authority, which provides pre- and post-shipment financing for new exporters. Local government partners include city and county departments of economic development.

The second side of the economic development triangle, education, includes other education partners to promote and fund the program. The Illinois Community College Board economic development allocation supported the ITC's start-up. In January 1989, the college finalized a partnership with the University of Illinois at Chicago, funded through Title VI-B funds from the U.S. Department of Education. This cost-sharing agreement provided a full-time trade specialist on staff in the Economic Development Center to work with new exporters in the western suburbs of Chicago and its collar counties.

The success of this partnership contributed to the program's being named Illinois's First International Trade Center in May 1989 and to developing a second partnership with the University of Illinois at Chicago (UIC) through the Higher Education Cooperative Act (HECA). This ITC designation provided additional SBA funds for the expansion of services. The HECA partnership with UIC linked technology application assistance for increased productivity and trade assistance. These two services are complementary, because technology

issues are critical to manufacturers seeking to be competitive in today's international markets. At this time College of DuPage also was designated a satellite of the Illinois World Trade Center.

Through these partnerships, the International Trade Center gains technical expertise, and its partners gain a community in which the ITC can offer business support services as well as its own unique services. This program was the model used to assist the start-up in October 1989 of two additional ITCs located at Bradley University and Southern Illinois University. Together with the College of DuPage International Trade Center in northern Illinois, these three ITCs provide regional access to export assistance services for businesses throughout the state (see Chart 3). The state encourages its Small Business Development Centers in each region to refer clients to the ITCs for trade assistance services beyond those a Small Business Development Center can provide.

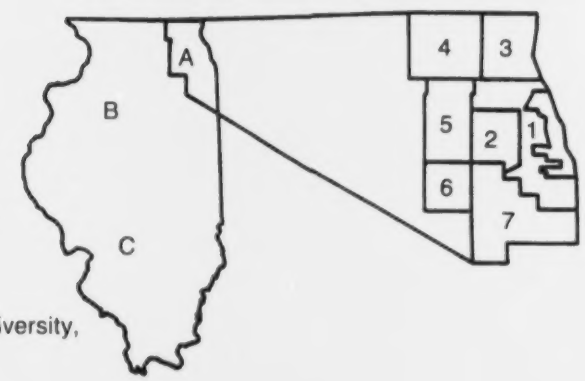
The College of DuPage experience substantiates that the more a potential trade assistance provider identifies commonalities and facilitates cooperation and communication, the greater the probability of providing maximum regional impact to support business success in new markets. Complementary program goals and cost-sharing strategies strengthen the programs of all partners.

In addition, the region has a strong education base to support international trade expansion. What exists in several institutions, including the Multi-University, can accommodate managers and employees at every skill level to meet the varied needs of businesses developing their international trade staffs. No single institution offers everything needed by business. College of DuPage offers an international trade certificate focused on documentation, the first step of the international business education ladder. Mutual referrals to other education programs are frequent. Regional programs include international business courses and degrees at both undergraduate and graduate levels. Together they seem to provide a strong regional education package for businesses preparing to internationalize.

The third side of the economic development triangle, business and industry, provides not only the target market for trade assistance services, but also an invaluable source of applied expertise. The International Trade Center Advisory Board acts as a resource, offering suggestions for program assessment and development. The Advisory Board is composed of 10 private sector and four public sector members, and the board has met on a monthly basis during the ITC's first year of operation. In addition, private and public sector trade professionals teach most seminars on a volunteer basis, sharing their expertise in international business with the community of newcomers to the world marketplace.

CHART 3
LOCATION OF INTERNATIONAL TRADE CENTERS IN ILLINOIS

STATE OF ILLINOIS
Chicago, DuPage County, and Collar Counties



A—College of DuPage, Glen Ellyn
B—Bradley University, Peoria
C—Southern Illinois University, Edwardsville

1—Cook County/Chicago
2—DuPage County
3—Lake County
4—McHenry County
5—Kane County
6—Kendall County
7—Will County

Looking to the Future

The future presents real challenges. The economic challenge is immediate, and the community college as an institution is positioned to respond. *Building Communities*, the report of the AACJC Commission on the Future of Community Colleges, espouses this philosophy: it suggests that the community college, through collaboration with other schools, industry, business, social agencies, and policy groups, reaffirm its mandate to respond to local needs in building the community. The Futures Commission defines community not only as a region to be served, but also as a climate to be created (1988, p. 35).

If the purpose of education is to empower individuals with competence to live and work responsibly in their communities, then civic responsibility has assumed global connotations today (Pfahl, 1989). To build communities in the decade of the '90s, community colleges will have to respond in new ways to the Golden Rule of Economic Development: Business goes where it is invited and stays where it is well-treated. This approach will enable businesses to remain healthy and viable by upgrading the skills of their managers and employees to keep pace with changes in an international economy.

Community colleges are positioned locally to cooperate with a wide range of partners in joint efforts to catalyze regional commitment in support of small business exports. Gathering accurate information and serving as a trade information clearinghouse can be a first step toward helping to generate regional synergy in support of increased international trade activity. The College of DuPage experience indicates that the success of trade assistance programs depends heavily on developing partnerships focused to educate small and medium-sized firms to master economic change.

Entering export markets does not have to be difficult for a newcomer. The same basic strategies applied in the U.S. market can be used in exporting. Selling abroad requires hard work, perseverance, and a commitment of resources. It requires assessment, planning, market research, and attention to detail. It often involves product modification, new packaging, translation of marketing materials, metric conversion, and awareness and respect for cultural differences. Once a decision has been made to expand into the international marketplace, the next step is to get started by closing the information gap and demystifying the export process. Export promotion is nothing less than "a labor-intensive process. The materials and technical assistance must be presented to the newcomer sequentially and selectively by a skilled trade specialist" (McRoberts & Conway, 1990, p. 2).

Fred Kriebel, vice chairman and CEO of Molex Incorporated, a regional electronics manufacturer with more than 70 percent of its sales international, has served as an export mentor to businesses in the region. He has predicted, "A business that does not defend its international position now probably won't be in existence 10 years from now."

If he is correct, the United States is in critical economic disequilibrium. Several studies indicate clearly that the export information available to small businesses has not reached most of them. As indicated by the results of the 1988 Arthur Andersen Small Business Survey, 83 percent of small business exporters believe certain barriers, namely lack of information, should be reduced or eliminated (Arthur Andersen & Co., 1988). In 1989, 50 percent of the respondents to the Touche Ross Small Business Survey indicated that the greatest barrier to developing international trade is lack of experience. Foreign and American government regulations, as well as marketing and distribution expenses, also ranked high in the Touche Ross Survey as impediments to international trade activities (Touche Ross & Co., 1989). The results of a recent study of Illinois exporters, *Exporting Practices and Problems of Illinois Firms*, again confirmed that most firms require export assistance. In addition, however, that study demonstrated that of the Illinois small businesses that do export, exporting accounts for a significant percentage of total sales developed, in most cases, during a period of several years (Kathawala, 1989).

The community college is positioned to deliver needed information at nominal cost to guide small and medium-sized firms to address long-term international trade issues. Part of the American challenge facing community colleges is to rekindle what J.J. Servan-Schreiber called in *The American Challenge* "the dynamic vigor of

American education" (1968). One key is asking and answering questions critical to nurturing partnerships with the potential to support economic growth.

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ADDENDUM A
HOW TO FACILITATE A TRADE ASSISTANCE PROGRAM: THE QUESTIONS AND THE PROCESS

I. Preliminary Assessment

1. What is the economic climate of your region? What is its trade potential?
2. Who are the local and regional players, both businesses and service providers, as well as the state and federal resources, already in international trade?
3. How will you target an initial group of clients? Can you identify small and medium-sized businesses with export potential?
4. How can you as a community college economic development and/or business assistance center support or enhance the programs that already exist in your center by adding an export assistance program?
5. Can you identify a meaningful role or need, compatible with your mission and programs and with other existing programs?
6. Can the international players in your region help you define your potential role?
7. Can you structure a program, given the parameters of your operation?

II. Structuring the Program

1. Can you gain institutional commitment to support an export development program?
2. How can you utilize your current business assistance program and marketing efforts to support export development?
3. How can you form partnerships with other regional institutions and agencies to produce the linkages and synergy critical to gaining and keeping the attention of small and medium-sized businesses?
4. Are your goals and objectives realistic, given your staffing and fiscal limitations? How will you obtain quality staff, training, and program dollars?
5. What methods of client assessment are available to you?
6. How will you develop and manage the information gathered?
7. Does the client base require specific, targeted program development?
8. What is a workable delivery strategy?
9. How will you address organizational issues, including staff job descriptions, staff structuring, and staff training?
10. Can trade assistance services and activities be supported by existing staff, or do you need additional staff? Can existing institutional resources assist in this effort?
11. How will you develop recordkeeping procedures and document program impact and results?
12. How can you market and promote the program?
13. Could off-shore activities, including trade shows and missions, and/or planning and fact-gathering trips, hold potential for success and regional economic impact?

A COMMUNITY'S RESPONSE TO GLOBAL COMPETITION: BUSINESS, GOVERNMENT, AND EDUCATION IN PARTNERSHIP

By Ronald Douglas, Marguerite L. Fordyce, Janice Karcher, and Mary Schultz

Flint, Michigan, the home of Mott Community College, is the birthplace of General Motors and was the focus of the recent acclaimed documentary film "Roger & Me." The community prospered well during the evolution of the automobile. During 1978, Flint's most prosperous year, 80,000 people were employed in 11 major automotive manufacturing facilities in Genesee County. The community saw no reason to diversify its economy because the automobile industry provided area residents with the highest per capita income in the United States.

When improved technology and the shift of manufacturing production to cheaper labor markets caused a reduction in the U.S. work force in the 1980s, area residents experienced the highest rate of unemployment in the country. Flint unemployment statistics doubled national and state averages. The message of diversification hit home literally, and the community faced hard times as a result of dependency on a single industry. Community leaders agreed that other opportunities for business survival and growth needed to be developed quickly. Local and domestic markets were no longer creating sufficient demand for area products and services. "Diversify the economic base" became the cry of local leaders. With Flint only an hour's drive from international waterways and markets, local initiatives focused on the exploration of international business opportunities.

Development of Partnerships

Mott Community College, like growing numbers of community colleges across the country, is accepting the challenge and responsibility for increasing community awareness of international trade opportunities. What is different here is the urgency to revive local economic growth and the fervor of several community agencies, businesses, and Mott Community College to accomplish this goal. To this end, the college has joined forces with several private and public sector groups to develop a plan of action to foster export education and stimulate international trade in the region. Public and private sector partners in this project include the Michigan departments of Commerce and Agriculture, Genesee Economic Area Revitalization—the county's primary economic development agency—the Mayor of Flint's Office on International Trade, and the Flint Area Chamber of Commerce. Also included in the effort are private businesspersons who are interested or already involved in exporting. Each partner has a collaborative role to play in the internationalizing of the business community, and the cooperation of all of these entities continues to be an evolutionary process.

On a statewide level, the Michigan Department of Commerce has been encouraging businesses to increase their involvement in foreign markets since early 1989, when the department created the Community Export Alliance (CEA) program. The department has funded 10 regional CEA offices across the state, which provide Michigan businesses with locally based export information, export counseling, and referrals. The Department of Commerce, working cooperatively with the Michigan Department of Agriculture and its World Trade Services Division (WTS), has bolstered export of Michigan products and services to worldwide markets. During the 1989 fiscal year, WTS assisted 813 Michigan firms in selling $96 million in goods and services in foreign markets.

Similarly, the Michigan Department of Agriculture, through its World Trade Services Division, directs export promotion efforts through four major offices: (1) the Caribbean Basin and Latin America; (2) Pacific Basin and Asia; (3) Africa; and (4) Europe and the Middle East. Foreign offices located in Brussels; Lagos, Nigeria; Tokyo; Toronto; and Hong Kong play key roles in Michigan trade development efforts by serving as crucial

links between the domestic office and foreign markets. The WTS provides assistance and troubleshooting efforts in all aspects of exporting, including documentation, shipping, pricing, and advertising. The WTS also serves as an information clearinghouse for export services statewide. To promote a better understanding of export resources and opportunities, WTS publishes industry-specific export directories and a quarterly newsletter.

These early leadership efforts by the Michigan Department of Commerce and Michigan Department of Agriculture have made Michigan an export leader in the United States in a relatively short period of time. Michigan currently ranks fourth in exporting, behind California, Texas, and New York.

On the county level, through funding from the Michigan Department of Commerce, Genesee Economic Area Revitalization (GEAR) became one of 10 regional Community Export Alliance programs. As a CEA, the agency assists manufacturers in Genesee and neighboring Shiawassee counties in pursuing export opportunities. Specific GEAR activities include dissemination of information on trade leads and trade shows and technical export information. Through outreach activities such as company visits, GEAR staff analyze an organization's initial readiness to export and then refer the business to appropriate resources to ensure the company's capability to pursue exporting opportunities. Through ongoing follow-up and data collection, GEAR tracks the progress and success of businesses entering the global marketplace.

Within Flint, the Mayor's Office on International Trade (MOIT), founded in January 1990, quickly assumed a leadership role in internationalizing the business community. MOIT's major focus has been to design and implement an international trade strategy for the city. The first initiative was the development of a Canadian/American trade corridor between Flint and Toronto and Hamilton, Ontario. With the recent passage of the U.S./Canadian Free Trade Agreement and with Flint's proximity to Canada, both the Michigan Department of Commerce and the Province of Ontario enthusiastically supported the project. The corridor economic development strategy emphasizes business involvement in Canadian/American trade missions and markets the region internationally. Local businesses have been informed of the Canadian corridor plan. Visits to Flint by Canadian officials resulted in new sales and supplier contacts.

The Flint Area Chamber of Commerce, another of the local partners involved in internationalizing the Flint business community, has served as the primary communication link with local businesses to encourage them to capitalize on export opportunities. The chamber promotes awareness of international markets and sponsors trips to foreign countries to encourage local businesses to identify foreign trade possibilities. In addition, the chamber hosts representatives from foreign companies who may be considering relocation to the Flint area. Through the Small Business Development Center (SBDC), housed in Mott Community College's Business Resource Center, the college and chamber jointly provide market research, counseling, and start-up assistance for small to medium-sized businesses. Entrepreneurs seeking to start their own businesses also receive support services from the SBDC. Mott Community College business students serve as interns and cooperative education students in the SBDC to provide assistance to entrepreneurs or business leaders seeking to explore new business ventures.

Development of a Strategic Plan

The region's economic climate, the separate-but-related international efforts of the organizations described here, and Mott Community College's history and commitment as a proactive partner in economic development all provided impetus for the college to seek additional resources to strengthen the cooperative efforts of these groups and to assume a leadership role in providing international trade education for community residents. In 1989 Mott Community College President David Moore invited community and business leaders to participate in developing a plan to identify educational needs and coordinate ongoing efforts of those who supported and were involved in promoting international trade. The initiative was well-received, as evidenced by one local business leader's remarks, sent in an unsolicited letter to Moore. He stated:

> There has been a need for knowledge in the dynamics of international business for some time in this area. . . We were forced to "go it alone" because this entire area sadly lacked any resources

> for any of the facets of international business. While a program of this type cannot help us at this late date, it can service other companies and help the mind-set of the local population to grow with the increasing needs of international business . . . We need people who understand the thinking of others in off-shore areas; we need people who understand the basic mechanics of international trade, we need people who begin to recognize the whole world is our market, not just Flint, Michigan.

In formulating objectives and a plan for action for this new initiative, data from two international trade readiness surveys conducted in Genesee County by the Project for Urban and Regional Affairs of the University of Michigan-Flint (one done in 1986 by Gillian Rice and one in 1988 by Patrick Welty) were reviewed. In addition, another 1986 Genesee County Export Development study provided information. These studies identified the following services as most desirable to meet export needs:

- Subsidizing classes for business owners on export documentation, financing, and export controls
- Matching experienced exporting managers with inexperienced managers
- Having local businesspersons on an advisory board of directors
- Using undergraduate and graduate interns to assist firms in various aspects of the export process
- Increasing media attention with an award for exporters
- Creating an international business database of local resources promoting export

To support and finance the proposed program, Mott Community College, with the commitment and support of some 15 public and private sector interests, submitted an application to the U.S. Department of Education under Title VI, Part B for a Business and International Education grant. The grant proposal called for a series of activities that would strengthen the college's academic programming while providing noncredit training for area firms considering export.

In 1990 the college was awarded the one-year grant with a recommendation to extend funding for a second year dependent upon successful completion of the first year's objectives. The new program is housed in the college's Business Resource Center. An international business specialist, who holds an MBA in marketing from Wayne State University, was appointed to coordinate the program and carry out the objectives. Cooperative working relationships are maintained with the businesses, organizations, and agencies that helped plan the program.

Implementation of Objectives

The project objectives that follow indicate how public and private sector partners are contributing to project success.

1. *Establish a comprehensive international database for use by public and private sector interests to identify local resources and expertise.*

Identifying those businesses and organizations that have international expertise will provide the foundation for diversification of local economic development efforts. Similarly, a companion directory describing products of local firms will attract foreign investment and stimulate economic growth. To assure that these databases contain resources most useful to the Genesee County region and that they can be linked to other economic development initiatives, three local area agencies will provide expertise either as cosponsors or advisers to the project. These agencies are the Flint Department of Community and Economic Development, Genesee Economic Area Revitalization, and the International Institute of Flint, a not-for-profit organization that has provided international resources to the region since 1922.

2. *Complete an assessment of credit and noncredit export education needs and develop international business courses, programs, and workshops to meet these needs.*

The needs assessment being used was designed by a Mott Community College business instructor as part of her doctoral thesis research. It elicits information about the need for international business courses and degree programs, infusion of international perspectives into existing course content, and need for noncredit export training to assist small businesses. Two instruments have been designed: one for current business students at Mott Community College and one for members of the business community. Data from both surveys will be analyzed and used in conjunction with other sources of information to determine the types of export education most beneficial to the region. Once these educational needs have been identified, several of the college's partners, including the local chambers, a bank, and some area businesses, will assist in the design, promotion, and delivery of the educational offerings.

3. *Establish an individualized trade counseling and mentoring service for business owners new to export.*

The coordinator of the Business and International Education Project provides counseling to businesses seeking to enter export markets, with interested local international business leaders offering additional assistance. Business owners new to export will be matched with experienced exporters in order to address specific issues and concerns. Local exporters will provide hands-on expertise to these new exporters. Community-based organizations that will participate include the International Institute, area chambers of commerce, the Michigan Department of Commerce, and Flint's Department of Community and Economic Development.

4. *Provide professional development for faculty in international skills and perspectives.*

Substantial professional development opportunities are being offered to faculty who want to acquire international expertise and knowledge about international trade. Business faculty can receive support to enroll in graduate-level courses at nearby universities. Additionally, faculty are encouraged to participate in conferences such as those sponsored by the Academy of International Business, National Association of International Schools of Business Education, and Community Colleges for International Development. These professional growth opportunities will be supplemented by hands-on curricular and modular unit development workshops.

5. *Establish a project advisory board composed of representatives of Flint businesses, professional associations, and public agencies.*

Representatives from 11 community organizations comprise the project advisory board, representing business, the two area chambers of commerce, and community economic development agencies. To initiate the program, a first "all project" meeting was held in November 1990. Advisory Board members discussed and reviewed an overall plan of action and timetable for completion of project objectives. Future meeting agendas will include status reports by the international business coordinator and task force members about ongoing project activities, with suggestions to be sought for modifying these activities to ensure maximum effectiveness.

Mott Community College, with the strong support and involvement of its partners, is making steady progress toward achieving project objectives. The Business and International Education Project demonstrates great promise for strengthening Flint and Genesee County's capability to compete in a global economy. By capitalizing on the complementary strengths and supportive attitudes of each partner, significant improvement in the community's economic health can occur. A brighter employment future for Flint and the surrounding region is on the horizon.

Ronald Douglas is director of the Small Business Development Center, Flint Area Chamber of Commerce. Marguerite L. Fordyce is director of business and industry training, Mott Community College; Janice Karcher is program manager, Genesee Economic Area Revitalization; and Mary Schultz is director, Mayor's Office on International Trade, all in Flint, Michigan.

DEVELOPING AND IMPLEMENTING EFFECTIVE EXPORT TRAINING PROGRAMS: OBSERVATIONS AND ADVICE FROM CALIFORNIA

By Margriet Hotzy

Based upon three years of experience in developing international trade education programs, several considerations come to mind when reflecting upon what contributes to a successful export training program. I offer my observations within this context in the form of guidelines and begin by presenting an overview of an effective group effort by several California community colleges to assist new-to-export firms. Essential to the success of this effort is the incorporation of export counseling services as an integral part of the program and the sharing of this component through an electronic network.

1. *Export counseling services are essential to centers for international trade development.*

A group of California colleges is offering export counseling services as a key economic development and training tool to assist small and medium-sized businesses in expanding their markets overseas and increasing their sales beyond the domestic sales territory. The California Community Colleges' Chancellor's Office, under the leadership of subject specialist John Prentiss, implemented the funding concept for five Centers for International Trade Development (CITDs) throughout the state during early 1990. Additional centers will follow in 1991. The centers have developed, or are in the process of developing, ongoing and comprehensive international trade seminar programs and full-time export counseling services. Programs provide all the essential information a new-to-export business needs, diagnostic tools to assess its "export readiness," and means to quantify the export potential of targeted businesses in the service area.

The establishment of five centers with full-time export counseling services is a significant addition that complements the informational seminars with diagnostic and quantitative assessment programs. The counseling services help new-to-export businesses over the initial hurdle of putting the newly acquired knowledge from informational seminars into export sales practice. A step-by-step business plan is formulated, implemented, and monitored on an ongoing basis with modifications and changes made as needed. The counseling program's effectiveness is partly measured in export sales numbers. Businesses currently doing some exporting are provided with counseling regarding more sophisticated issues such as agent and distributor searches and contracts, countertrade, international arbitration, and foreign sourcing. Local international trade specialists and consultants provide the bulk of the specialized counseling at reduced fees through the college CITD.

Furthermore, the customized training and consulting component has been added to ED>NET, the California Community Colleges Economic Development Network. This network enables information about program development and implementation to be exchanged and shared among many institutions.

2. *When developing new international trade programs, be cautious when assessing local business needs.*

It is common practice to conduct large-scale telephone and written surveys to assess local business needs for international trade training and information prior to the start-up of seminar programs. Unfortunately, most small and medium-sized businesses in the United States are largely unaware of and uninformed about the international business and trade fields. It is therefore unlikely that when these businesses are questioned they will be able to specifically and realistically assess their needs. This is a matter of "before you can assess what it is you need to know, you must be aware of and familiar with what you don't but should know." For example, a southern Orange County college did such a survey in 1985 and found that most local businesses expected to do most of their overseas transactions with the People's Republic of China instead of with Canada and Mexico, the two major U.S. trading partners.

Moreover, when the businesses were asked if they considered foreign language capabilities important for their international staff, the overwhelming answer was "No, we solve that problem by hiring foreign nationals to do the job of communicating." These kinds of survey data influenced the college to not include business language and communication seminars and to focus educational programming on China and the Pacific Rim while ignoring Europe, Mexico, and Canada. Clearly not all surveys yield misleading information. Yet, careful analysis of collected data and a critical eye as to the reliability and usefulness of survey responses and compiled data are essential before making program recommendations.

It is generally believed that the two greatest impediments to engaging in international trade are fear of the unknown (for example, "How will I get paid?") and lack of information and "know-how." As a result, it is not surprising that the businessperson filling out a needs assessment survey has difficulty pinpointing specific information and training needs. One way to ameliorate this problem is to consult other sources for results of similar surveys. These sources may include other colleges and international consulting services such as the "big eight" accounting firms and major international management consulting firms. A particularly useful survey was done by Arthur Andersen in 1984, analyzing the international training needs of small businesses in the United States.

Another excellent source of assistance is the Portland, Oregon-based National Association of Small Business International Trade Educators (NASBITE), which annually organizes a major national conference to showcase successful programs, offers "how-to" seminars, exchanges information, and generally serves to prevent colleges and economic development agencies from reinventing the wheel, thus shortening start-up time for new programs.

3. *Administrative commitment and participation of international business practitioners are important indicators of a college's readiness to become an international trade development center.*

There must be administrative commitment at the top to produce an informational, comprehensive, international trade program that is adapted to the stated and analytically identified needs of local businesspeople. Seminars to fill the information gaps can then be planned and taught by practicing international businesspeople. It is not difficult to find capable people; local transportation firms, customs officials, U.S. Department of Commerce international trade specialists, local bankers from trade finance divisions, international trade consultants, international business executives, and many others are possible resources. Many of them will be willing to make their services and expertise available to the college, some for business prospecting reasons, but most for the love of sharing what they know and because they realize the extreme need for U.S. business to internationalize as quickly as possible.

4. *Consider what kinds of programs are effective for businesspersons. International trade seminar programs need to have the following characteristics:*

- Analytical, short, and strictly informative
- Stand-alone (so participants can pick and choose, mix and match)
- Fee-based, noncredit—that means no exams and no homework or what might be construed as "busy work"
- Comprehensive in terms of covering all fundamental aspects of the export business (basics, licensing, financing, marketing, and operations)

The seminar sequence must be the firm foundation upon which any subsequent counseling program and services are to be built. The program must be in place before adding counseling services to ensure that allocated counseling funds are spent prudently and discriminately. Any export development and counseling program should be combined with a screening device, such as a preliminary questionnaire, to qualify a firm's "readiness to export." Such mechanisms can also prevent, to some extent, counseling funds being spent merely to generate numbers and reports.

The seminar topics essential to an export development program can be grouped in three clusters and are best implemented in the same order in which they are listed here. The first tier should include export technical information and seminars. A bare-bones "How to start profitable export operations" program should include the following seminars and suggested titles:

- The Basics of Exporting (Successful Exporting)
- Export Licensing (Getting the Right Export License)
- Export Operations and Documentation (Setting up an Export Department)
- International (Export) Marketing
- Export Finance (Financing Your Exports)
- Additional: Basics of Importing, Foreign Sourcing, Shipping and Transportation

This first tier needs to be in place and offered at regular, repeating intervals before counseling takes place.

The second tier of informational seminars should be international area studies with an unlimited choice of major export markets and destinations, including doing business with the Japanese, the European Community, Eastern Europe, the USSR, China, Mexico, and Canada, free trade agreements, and so forth.

A third tier should be communication studies such as "French for Exporters," "German for International Businesspeople," "Japanese Business Negotiations," "Cross-cultural Communications," and so on.

5. *Examine examples of successful programs.*

Increasingly, community colleges are becoming more involved in developing international trade education programs. Several examples of successful programs are provided in this publication. For an example of such a program in Southern California, see the export training program of the Professional Development Institute's International Trade and Cultural Center (ITCC) of Fullerton College in Chapter Six.

This export training program is offered in cooperation with the World Trade Center Association of Orange County, California, and the Small Business Administration of Santa Ana, California, which are both effective partners in reaching the right businesses as well as providing training facilities and promotional and marketing support. ITCC reaches the international business community through the co-publication of the World Trade Center Association's bimonthly membership newsletter, *The World Trader*. This newsletter includes international trade editorials, news features, and even an international trade comic strip. Co-publication of *The World Trader* is an excellent marketing tool for ITCC. It requires considerable time and money, but translates into visibility, credibility, and "added value" to seminar and training services.

6. *Export training and international trade seminars should not be driven by state funding considerations.*

One of the strengths of the ITCC program is that it is not driven by state subsidies and therefore is not limited in its development by state reporting, examinations, and general credit program requirements. Similarly, the program is not subject to limited marketing funds that apply to all of the college's credit programs. At the Professional Development Institute, the program receives dedicated management attention and marketing funds from the administration as a stand-alone program. The program was not set up to earn state funding based upon enrollments. Rather, it was set up to be driven by business training needs and has grown rapidly over the past two years. Over 62 local businesses have been served during the past two semesters alone. The ITCC program was conceived by Ron Krimper, vice president of institutional advancement, and nurtured by PDI Dean Barbara Hollowell and Assistant Dean Allison Jones, whose paths of action have been not just to respond to identified training needs of the growing international trade and business community of Orange County, but to actively anticipate and quickly fulfill those needs.

7. *Consider growth through diversification of services.*

At ITCC the three tiers of seminars and training programs are in place, and the next step is to add additional services such as translation, interpretation, export counseling, and on-site training services. A business inspection tour to Japan was arranged in 1989. Two additional business tours, one of the Mexican Maquiladora program and the other of the United Germany and the European Common Market, are planned for spring 1991. The Professional Development Institute is firmly on its way to effectively assisting local business in "going international" with ongoing and expanding programs.

Margriet Hotzy is program manager, International Trade and Culture Center, Fullerton College, Fullerton, California. She also serves as marketing director for World Trade Services, an export development consulting firm.

CHAPTER TWO
Working with Consultants

A major strength of our country's community colleges is their capacity to generate the involvement of local experts and resources to achieve mutually beneficial goals. This chapter discusses the role of international business specialists as partners and consultants to support community college international trade programs.

An introductory essay by Vernon O. Crawley presents the benefits of working with local international business experts. In the first article, Lourdene Huhra describes a comprehensive export development program for Chicago-area minority-owned businesses and the importance of one-on-one consulting to the success of the program. An interview with Lawrence H. Rubly, who provided consulting to program clients, follows. Rubly discusses potential contributions of consultants to community college programs and offers suggestions on how to select and use the varied services of these specialists. Another interview, this one with Deborah K. Dillon, a program participant, highlights the value of consultants from the client's perspective and identifies desirable characteristics to look for when selecting consultants.

The final two articles in this chapter describe consultant services at two community colleges. Stephen Burmeister May discusses services provided by one-on-one counseling sessions at Normandale Community College, Minnesota, while David Streifford describes the Export Readiness Clinic and post-clinic consulting for firms developed at St. Louis Community College at Forest Park, Missouri.

INTERNATIONAL BUSINESS: A COMMUNITY EFFORT BACKED BY COMMUNITY EXPERTS

By Vernon O. Crawley

The best ideas often come from collaboration. Have you ever been stumped for an innovative idea or for an answer to a perplexing problem? What happens when you toss that problem up in the air among half a dozen of your colleagues? In no time you have six different solutions—some better than others, some that build off of each other—all of which contribute to the final answer.

Working with consultants and advisory groups can be similar to the above situation. Different viewpoints can add a fresh approach and new ideas to your academic program. Not only do you gain the hands-on experience and knowledge of these practitioners, you also establish an important network of contacts. These contacts can be crucial to the success of the business program, where respect and loyalty from the business community can help ensure the successful placement of your graduates.

At St. Louis Community College at Forest Park, our International Business Program thrives on the expertise of our local international business community. We have been fortunate to gain the full support and guidance of the district office of the U.S. Department of Commerce (U.S. and Foreign Commercial Service), the St. Louis World Trade Club, and the Missouri District Export Council. These local experts have been involved in every stage of developing our Integrated Export Assistance Project, which Dave Streifford describes in this chapter. Their time commitment to the project—about 20 hours as a committee—has been invaluable.

In addition, our project partners, or advisory committee members, have input on every aspect of program development, from screening our initial clients in the project to reviewing the materials used by speakers in the workshops. Their evaluation of the project, after the first Export Readiness Clinic, resulted in several modifications that strengthened the program.

Finally, our export consultants play a key role in working directly with our small business clients after they have completed our Export Readiness Clinic. It is the export consultants who provide the much-needed follow-up, support, and post-workshop assistance.

All of these business advisers come together under the umbrella of the community college—a community effort backed by community experts. To me, that's a perfect example of putting the community back into the college. Conversely, we also involve the college in the economic development of the community, a role in which we must be active participants. And what better vehicle than international business to promote economic development, particularly in the export area? As Dave Streifford reports, many small businesses lack the motivation to enter the exporting field—they may not have enough information to venture confidently into exporting. They may be completely baffled by international rules and regulations. So they turn to the community college for assistance.

At St. Louis Community College at Forest Park, we are integrating international studies across the curriculum—to enhance all students' understanding of the forces and issues that shape the contemporary world. We recognize that students today must be able to function in a politically, economically, and culturally interdependent world society. We believe that an international orientation is important for all students, though particularly valuable for the international business student or small business owner.

By working together, we develop a better understanding of the world for everyone. We help the small business owner understand the complex world of the international market. We help the community bring exporting dollars into the local economy. And we help our students appreciate the richness of cultural diversity and our country's role as an active member of the world economy.

Vernon O. Crawley is president, St. Louis Community College at Forest Park, Missouri.

CONSULTANTS AS PARTNERS: A COMPREHENSIVE PROGRAM FOR MINORITY-OWNED BUSINESSES

By Lourdene Huhra

A consortium of two colleges within the City Colleges of Chicago, Harold Washington College and Chicago City-Wide College, received a grant from the Sears-Roebuck Foundation through the American Association of Community and Junior Colleges Keeping America Working Project to provide a comprehensive export development program for Chicago-area minority-owned businesses. This program built upon the demonstrated strengths and experience of the colleges in providing economic development and international business assistance. The program was developed and implemented during the 1988–89 academic year.

The program was designed to address the underrepresentation of minority-owned businesses in international trade. Prior contact with minority-owned businesses and minority business development organizations revealed that minority-owned businesses had an interest in entering the global marketplace but lacked the information and specialized skills needed to develop and implement an international business strategy. Minority businesspersons who had considered or attempted exporting found it difficult to locate information and assistance in the public sector and found that the cost of retaining private sector consultants to direct their export activity was prohibitive.

The Harold Washington College Business and International Education Program, funded by grants from the U.S. Department of Education through Title VI, Part B and the state of Illinois, provided the foundation upon which the consortium developed the program. In 1985 the college began to offer noncredit courses and seminars covering the fundamentals of international trade. It quickly became evident that the new-to-export participants in these programs required additional assistance in order to develop the capability to complete export sales. In 1987 the college established a Small Business Consulting Service designed to provide one-on-one consulting to small businesses as they used course information to develop their export marketing capability. The Keeping America Working grant, therefore, enabled the consortium to build upon previous experience to create a new program for an underserved market segment. The goal was to develop a program format that would fully and comprehensively address the information and training needs of minority-owned businesses with export potential.

The export development program was composed of two components: a series of workshops covering the fundamentals of exporting, and individual consulting for participants as they progressed through the program. The workshops were designed to provide complete information on the development and implementation of an export marketing plan. The consulting component assisted participants in applying workshop information to the development of their own export marketing strategies. The entire program was offered free of charge to participants.

Program Development

The program director at Harold Washington College coordinated the program from the planning stages through the final evaluation and maintained full responsibility for development and delivery of the entire program. The program director's initial task was to recruit additional program partners and advisers. The Harold Washington College Business and International Education Program had more than 30 business partnerships with members of the public and private sector in place, and additional business partnerships were developed specifically for this program. One very significant partner was a minority-owned health and beauty aids products manufacturer whose director of international marketing delivered the keynote address and continued to provide direction and motivation throughout the program. Three international business practitioners who had previously taught for the Business and International Education Program were asked, at the proposal development stage, to participate in the program. They agreed to assist with the development and delivery of the

workshops on an in-kind contribution basis and to perform the consulting function at reduced rates. Other business partners agreed to assist with marketing and promoting the program.

The program director convened regular planning meetings with program partners to define objectives, develop the curriculum and instructional materials, plan and implement the marketing strategy, develop the promotional pieces, and plan the format of each workshop. These meetings continued through the delivery of the entire program. It is important to note that it was the program director who maintained overall responsibility for the development and implementation of the program. Planning was done as a group with input coming from all participants, but final decisions, if not made by consensus, were made by the program director.

Program Marketing and Promotion

Based on prior experience with the marketing of international business training programs, it was expected that market development activities would be needed in order to recruit minority-owned businesses with export potential. It is a fact that the majority of small businesses with export potential have not considered the possibility of exporting. The initial marketing tactic was to secure additional cosponsors in order to increase the visibility of the program and gain access to additional networks serving the minority business community. Two organizations, the Minority Business Development Agency (MBDA) of the U.S. Department of Commerce and the U.S. Small Business Administration (SBA), were recruited as cosponsors in order to take advantage of their access to the target population. The MBDA agreed to identify and recruit minority businesses with export potential from among clients served at Minority Business Development Centers in Chicago. Marketing specialists at these centers mailed promotional brochures with covering letters on their letterheads to clients demonstrating export potential and provided direct follow-up. The SBA identified minority-owned businesses with export potential from among companies being served at their offices and spoke with them directly about the program.

In addition to the two cosponsors, other organizations were asked to assist in marketing the program and agreed to do so in a variety of ways. Representatives of organizations who were in a position to identify and refer potential participants were asked to do so. These included minority-owned businesses that were already exporting, professional organizations composed of minority businesses, minority and nonminority business development organizations, and organizations providing international business development services. These organizations also distributed promotional brochures, published notices in their newsletters, and loaned their mailing lists for a direct mailing.

A direct mailing of 1,000 promotional brochures was made using college mailing lists and lists from other organizations. Promotional brochures were placed at a number of locations where potential participants would have access to them, including the International Trade Administration of the U.S. Department of Commerce, the U.S. Small Business Administration, the Minority Business Development Agency of the U.S. Department of Commerce and its two Minority Business Development Centers in Chicago, the Small Business Assistance Bureau and the International Business Division of the Illinois Department of Commerce and Community Affairs (state-level department of development), the Chicagoland Enterprise Center, the Cosmopolitan Chamber of Commerce, the Chicago Association of Commerce and Industry, the Chicago Association of Neighborhood Development Organizations, and the Chicago Regional Purchasing Council (local business development organizations). Press releases were sent to the business press and to newspapers serving minority communities, as well as to television and radio stations (Copies of the promotional brochure, press release, and marketing letters appear as Addendum A).

Program Implementation

The content of the instructional component was divided into four individual workshops covering the following areas: introduction to exporting, international market analysis, fundamentals of distribution, and payment and financing methods for international sales. Three international business practitioners team-taught the workshops in order to maintain continuity throughout the program (the workshop outlines appear as Addendum B).

The workshops were held on a monthly basis on Saturday mornings from 9 a.m. to 1 p.m. Reminder postcards were sent to participants one week prior to each workshop.

An additional feature of the workshop component was the use of self-paced instructional materials that guided participants in applying workshop concepts to the development of their own international marketing strategies. Participants were asked to work through these materials in preparation for their consulting appointments. Because participants were required to demonstrate commitment to the development of their own export marketing capabilities before they met with a consultant, consulting funds were used optimally. Workshop materials were developed specifically for this program or adapted from other sources. As a reference, participants were given copies of the U.S. Department of Commerce publication *A Basic Guide to Exporting*. Prior to the initial workshop, participants were asked for general background information to assist in planning the workshop component and to provide qualifying information for the consulting component.

Participants scheduled individual consulting with the workshop instructors as needed. Additional referrals were made through the workshop instructors by the program director as appropriate. The program director supervised the delivery of the consulting component. She spoke with the consultants to approve the scope and direction of the consulting offered to each participant and requested written progress notes for each client. She also spoke informally to program clients to assess their perspective on their progress and their satisfaction with the consulting.

Program Evaluation

Sixty-seven minority businesspersons participated in the program. Nineteen of these participants, or 28 percent, took advantage of the consulting component. Participants indicated that they were very satisfied with the quality of both the workshop and consulting components. Of the participants receiving consulting, all agreed that a consulting component should be included in an export development program, and only 13 percent thought that they could have made comparable progress with the workshop program alone. This supports the original hypothesis that small businesses require greater assistance than that generally available from public sector organizations.

At the conclusion of the eight-month grant period, participants receiving consulting became clients of the Small Business Consulting Service of the Harold Washington College Business and International Education Program so that they could continue to work with a consultant on the development of their export marketing strategies.

Recommendations

The experience gained from the design and delivery of this export development program makes it possible to offer the following recommendations to community college business service providers who are interested in facilitating exporting by their small business clients:

- Community college business service providers should develop a basic working knowledge of international business. This knowledge will assist in designing an export development program, as well as in gaining an understanding of the complexity of the international marketing process and the level of expertise needed to successfully facilitate an export transaction. The process of developing a basic understanding of international business will also lead community college service providers to individuals within the international business community who can later be recruited as business partners.

- Effective business partnerships with members of the public and private sectors should be developed before planning a program. Once partnerships are in place, they become an invaluable resource and contribute significantly to the growth of a program.

- When developing an international business program, make certain that the services to be offered are consistent with the expertise and resources available and the image the college has as a business service provider. Start with basic offerings targeted to the new-to-export company. A new program can grow to meet the additional needs of these companies.

- Whatever the role of the business partner, it is the community college business service provider who must maintain full responsibility for the delivery of service. This responsibility includes setting course or program objectives, developing the marketing and promotional strategies, delivering the course or program, evaluating the program, and resolving any problems.

- In designing export development programs, be aware of the needs of small businesspersons and the constraints on entrepreneurs as they develop their international business capabilities. The most visible constraints are those on human and financial resources. Small businesspersons may not be able to consistently devote sufficient time, energy, and capital to the development of their export marketing strategy.

- A long-term commitment to facilitating international business development must be made prior to initiating such programs, and measures of success that reflect an understanding of the complexities of international business must be developed.

Lourdene Huhra is program supervisor, International Education, Milwaukee Area Technical College, Wisconsin. During the period of the program described here, she served as director of the Business and International Education Program at Harold Washington College, Illinois.

ADDENDUM A

FOR IMMEDIATE RELEASE

Contact: Lourdene Huhra
(312) 984-2873

Unique Opportunity Available to Chicago-area Minority Businesses

Chicago-area minority business owners have a special one-time opportunity to learn to increase their profits through exporting. A unique program entitled "Minority Businesses: Doing Business with the World" will be presented in Chicago at no cost on a first-come, first-served basis, beginning January 28, 1989. Special funding by the Sears-Roebuck Foundation through the American Association of Community and Junior Colleges/Association of Community College Trustees Keeping America Working Project makes this program possible.

The program consists of four practical workshops and private consultations with international business specialists. The first workshop will be held on Saturday, January 28, 1989 from 9 a.m. to 1 p.m. at Chicago City-Wide College, 226 W. Jackson Blvd., Room 401. A featured speaker at the first workshop will be Mr. Reginald Maynor, International Marketing Manager, Luster Products, Inc. Participants in the program will assess their potential for successful exporting and will learn how to export successfully. They will also have the opportunity to work side-by-side with international business consultants to develop and implement an international marketing plan for their companies.

The program workshops and private consultations will be given by Mr. Lawrence Rubly, Managing Partner, TransTech Management Consulting Ltd., and Ms. Laura Spingola, President, Trade Resources Ltd. The program was developed by the Business and International Education Program at Harold Washington College and the Procurement Assistance Center of Chicago City-Wide College. For more information call Lourdene Huhra at (312) 984-2873.

Dear _____

Did you know that 95 percent of the world's population and two-thirds of its total purchasing power are located outside of the United States?

Companies with products similar to yours are already successful in the international marketplace. In fact, small businesses currently comprise more than half of all U.S. exporters.

If you are not exporting, it may be because you lack the information you need. You may believe that the international market is too complicated, with too many problems and too much "red tape."

Now, for the first time in Chicago, this essential information is available to you as a minority business owner through a special program entitled "Minority Businesses: Doing Business with the World," which is funded by the Sears-Roebuck Foundation. In four practical, down-to-earth workshops, you will receive all the information you need to determine the export potential of your products and how to begin the export process. A unique feature of this program is the opportunity to work side-by-side with an international business consultant to develop an export marketing plan for your company.

Because of the special funding, this program will be presented in Chicago on a one-time basis at no cost for a limited number of participants beginning January 28, 1989.

I believe that the program "Minority Businesses: Doing Business with the World" is worthy of your consideration, and I urge you to review the information enclosed.

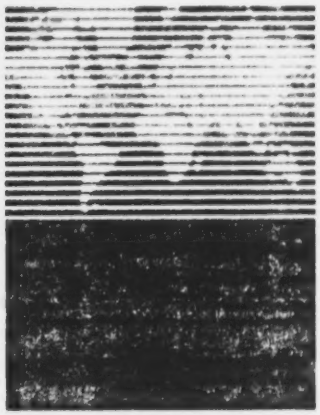
This opportunity can only be guaranteed to businesses responding by Tuesday, January 17, 1989.

If you have any questions, call Lourdene Huhra, Associate Director, Business and International Education at Harold Washington College at (312) 984-2873.

Sincerely,

WHAT CAN EXPORTING DO FOR YOU?

- **Increase your profitability through additional sales**
- **Find new markets for your products**
- **Utilize excess capacity**
- **Reduce the impact of seasonality on your business**
- **Gain an edge over your competitors**



"Minority Businesses: Doing Business with the World" presents a unique opportunity for you as a minority small business owner to assess and develop your potential for successful exporting. The program consists of a keynote address by Reginald Maynor, International Marketing Manager, Luster Products, Inc., four practical workshops, and private consultations with international business specialists. In four sessions, you will learn how to:

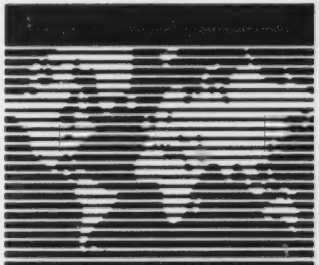
- **Assess your company's export potential**
- **Select your best target markets**
- **Determine the optimal method of distribution**
- **Locate, evaluate and utilize intermediaries**
- **Prepare an export marketing plan**
- **Prepare all necessary documentation**

Through special funding by the Sears-Roebuck Foundation, the entire program is available at no cost on a first-come, first-served basis to a select number of participants.

AN EQUAL OPPORTUNITY EMPLOYER

FIRST CLASS MAIL

HAROLD WASHINGTON COLLEGE
BUSINESS AND INTERNATIONAL EDUCATION
30 EAST LAKE STREET CHICAGO, ILLINOIS 60601



MINORITY BUSINESSES: DOING BUSINESS WITH THE WORLD

An Export Development Program for Chicago-Area Minority Businesses

Featuring

Reginald Maynor
International Marketing Manager
Luster Products, Inc.

Sponsored by:

Business and International Education Program,
Harold Washington College

Procurement Assistance Center,
Chicago City-Wide College

Minority Business Development Agency,
U.S. Department of Commerce

U.S. Small Business Administration

Special Funding by:

The Sears Roebuck Foundation through the American Association of Community and Junior Colleges/Association of Community College Trustees Keeping America Working Project

WORKSHOP SCHEDULE

Dates:

Saturday	January 28, 1989
Saturday	February 25, 1989
Saturday	March 18, 1989
Saturday	April 29, 1989

Time:

All workshops will be held from 9:00 a.m.-1:00 p.m.

Place:

Chicago City-Wide College, Room 401
226 W. Jackson Blvd.
Chicago, IL

Parking available at Wells and Jackson

PRIVATE CONSULTATION SCHEDULE

Consultations will be held after the workshops from 2:00 p.m.-5:00 p.m.

Additional hours to be arranged.

WORKSHOP PRESENTERS AND CONSULTANTS

- **Lawrence Rubly**
  Managing Partner
  Trans Tech Management Consulting, Ltd.
- **Laura Spingola**
  President
  Trade Resources, Ltd.

WORKSHOP INFORMATION

WORKSHOP ONE
Introduction to Exporting
Saturday, January 28, 1989

- Keynote address by Reginald Maynor, International Marketing Manager, Luster Products, Inc. **"Successful Minority Business Exporters: Add Your Company to the List"**
- Why you should consider exporting
- Company resources needed for success
- How to assess your own export potential
- Elements of an export marketing plan
- How to utilize public and private sector resources

WORKSHOP TWO
International Market Analysis
Saturday, February 25, 1989

- How to extend your domestic marketing skills into the global arena
- How to analyze a foreign market
- How to analyze your competitors
- How to prioritize your target markets
- How to obtain, qualify and follow up on foreign trade leads
- How to select an export pricing strategy and determine export price

WORKSHOP THREE
Fundamentals of Distribution
Saturday, March 18, 1989

- Methods of entering a foreign market
- How to choose the optimal method of entry
- How to locate, evaluate and utilize representatives
- How to ship and insure international sales

WORKSHOP FOUR
Payment and Financing Methods for International Sales
Saturday, April 29, 1989

- How to prepare a pro forma invoice for an international sale
- Methods of payment and documentation requirements for international sales
- How to use the Letter of Credit payment process
- How to determine the capital requirements of your export marketing program
- Export financing programs currently available

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Please answer the following questions.

Type of Business: ☐ Manufacturer
☐ Distributor
☐ Marketing Agent
☐ Other _____

Primary Products _____

Are you currently exporting? Yes ☐ No ☐

Send form by January 17, 1989 to guarantee your registration to:

Lourdene Huhra
Associate Director
Business and International Education
Harold Washington College
30 E. Lake Street
Chicago, IL 60601

ADDENDUM B

Workshop One—January 28, 1989
Agenda

I. Welcome
II. Program Introduction, Goals, and Format
III. Remarks by David Vega, Regional Director, Minority Business Development Agency
IV. Remarks by Patsy Mullins, Director, Procurement Assistance Center, Chicago City-Wide College
V. "Successful Minority Business Exporters: Add Your Company to the List," Reginald Maynor, International Marketing Manager, Luster Products, Inc.
VI. Brief Introductions by Program Participants
VII. Reasons to Consider Exporting
VIII. Resources Needed for Success
IX. Self-Assessment
X. Considerations in Developing an Export Marketing Plan
XI. Public and Private Sector Resources: How to Evaluate and Utilize Them
XII. Conclusion
XIII. Evaluation

Workshop Two—February 25, 1989
Agenda

I. Introductory Remarks	Lourdene Huhra
II. How to Extend Your Marketing Skills into the Global Arena	Laura Spingola
III. How to Analyze a Foreign Market and Your Competitors	Lawrence Rubly
IV. Break	
V. How to Prioritize Your Target Markets	Laura Spingola
VI. How to Obtain, Qualify, and Follow Up on Foreign Trade Leads	Laura Spingola
VII. Export Pricing	Lawrence Rubly
VIII. Conclusion	
IX. Evaluation	

Workshop Three—March 18, 1989
Agenda

I. Introductory Remarks	Lourdene Huhra
II. Methods of Entering a Foreign Market	Laura Spingola
III. How to Choose the Optimal Method of Entry	Laura Spingola
IV. Break	
V. How to Locate, Evaluate, and Utilize Marketing Intermediaries	Lawrence Rubly
VI. How to Ship and Insure International Sales	Lawrence Rubly
VII. Conclusion	Lourdene Huhra
VIII. Evaluation	

Workshop Four—April 29, 1989
Agenda

I. Introductory Remarks	Lourdene Huhra
II. How to Prepare a Pro Forma Invoice for an International Sale	Laura Spingola
III. Methods of Payment and Documentation Requirements	Lawrence Rubly
IV. Letters of Credit	Lawrence Rubly
V. Various Approaches to Export Financing	Scott M. Baranski
VI. Conclusion	Lourdene Huhra
VII. Evaluation	Lourdene Huhra

THE ROLE OF CONSULTANTS IN THE DEVELOPMENT AND DELIVERY OF INTERNATIONAL TRADE PROGRAMS

An Interview with Lawrence H. Rubly, Managing Partner, TransTech Management Consulting Ltd.

By Lourdene Huhra

Lawrence H. Rubly has been involved with the Harold Washington College Business and International Education Program since its inception in 1984. He has served on the program's Task Force and Advisory Board, taught non-credit workshops and seminars, and provided consulting to program clients through the Small Business Consulting Service and as part of the export development program for minority-owned businesses described earlier. This interview was conducted at the offices of TransTech in Northbrook, Illinois.

HUHRA: What are some of the ways in which consultants can assist community colleges in the development and delivery of international business programs?

RUBLY: I see a consultant's potential contribution in two areas. One would certainly be in the classroom. The consultant can complement the theory being presented with practical information drawn from the day-to-day operations of his or her for-profit commercial clients. The other area is in a business outreach program, where the college's role is that of a platform for the delivery of international business development services. Through cooperative programs, the consultant can provide expertise, available to commercial clients at full rates, to college clients at somewhat discounted rates.

HUHRA: In your view, when is the optimal time for a college to incorporate a consulting component into its international business program? What should be in place beforehand?

RUBLY: There has to be a certain degree of credibility established first by the college. By that I mean that the college would have to have an existing relationship with the business community such that a business executive would realistically look toward the college for some sort of a solution to a given business problem. The college should start with outreach training programs and seminars and build up to the delivery of one-on-one consulting.

HUHRA: Let's assume that the college has been successful in offering courses and seminars to the business community and decides to develop a consulting service. How does the college recruit and qualify clients?

RUBLY: The clients would come from the immediate community that the school serves, preferably previous participants in the college's programs. These would probably be smaller businesses, privately held, with less than $10 million in annual sales and no experience in international business. Qualifying clients should be a joint effort between the college representative who's responsible for the delivery of international business services and the consultant. The two together would evaluate potential clients and determine who would have a realistic chance of gaining international sales with some assistance.

HUHRA: What information would you look at in order to qualify clients?

RUBLY: I would look for companies that already have some track record of production or sales; ideally you'd like to see them in business for at least three years. You'd like to see an ongoing concern that is doing well in its domestic business and would like to expand from a domestic base to an international base.

Second, you'd like to see that the company has some financial wherewithal behind it to actually implement the recommendations that the consultant might make. It might be necessary to take a look at the potential client firm's background, balance sheet, and income statement to see if in fact there are some financial resources behind the company. It doesn't have to be particularly profitable, but one thing for certain is that exporting is not going to turn a company around, and that's been a misconception in the marketplace for a long time. It takes a long time to get export sales. Companies that are in trouble simply don't have the cash flow to support that.

The other thing you want to take a look at is capacity utilization. Export orders could represent a significant impact on their production capability. If the company is operating at somewhere between 60 and 85 percent of capacity, you can feel fairly confident that they could handle an international order. The last thing you want to do is to knock yourself out to get an international order, book an export sale, and then not be able to service it.

HUHRA: Your answer refers to manufacturers, but often we find distributors, or other middlemen, who enroll in our programs and are very interested in getting involved in exporting. Is that feasible, or would you counsel them that it's too difficult to compete in international markets with established middlemen?

RUBLY: Well, it may be possible to compete; I wouldn't dismiss it outright. It's much more difficult for an intermediary to get into an international market than it is for a principal such as a manufacturer or a service provider who is the originator of that service. If a distributor wants to act as a representative in international markets, you would first have to make sure that the distributor's agreement with the manufacturer would allow for that.

The other thing you would have to look at is whether the manufacturer has other international distribution because this distributor cannot step on the toes of the manufacturer's other distributors. The final thing you would need to take a look at is whether the distributor can get pricing from the manufacturer that would allow sufficient margins to cover the cost of international marketing. The export pricing has to be flexible enough to be competitive. The distributor would have to include his own mark-up as well as the manufacturer's profit and still be sensitive to the competition out in the foreign marketplace. Making sure that the distributor has a good relationship with the manufacturer to start with is really the key.

HUHRA: Let's assume that you and the college representative qualify a client to participate in a consulting program. Can you describe what that working relationship would be like? What will be your responsibility and what is the responsibility of the college? What will you ask the client to do on his or her own behalf?

RUBLY: What I would envision happening is some sort of agreement between the college and the client company for the rendering of services and a second agreement between the college and the consultant for the provision of services. Typically the agreement between the college and the consultant can be fairly open-ended, but the relationship between the college and the client company should be, in my opinion, defined in terms of some measurable objective; for example, for the consultant to go out and find three viable trading partners for the client, or to investigate a particular marketplace, or to do things that can be moderated or tracked along the way.

The consultant should make it clear to the client what the expectations are regarding client effort. The consultant can't do it all, or shouldn't, if the client is going to learn anything from the experience. At some point, however, the college has to make a decision about the extent of consulting services to provide to individual clients.

HUHRA: Given limited resources, it's clear that we must place a cap on the level of consulting services to provide. Can you give us some guidance as to how to determine that cap? Should it be by objective or dollar amount, or some other criterion?

RUBLY: The easiest thing to do is to use a dollar amount as a cap. On the other hand, there may be a specific problem that needs to be solved. A client company may come to the college with a handful of inquiries or a handful of leads from a trade show and say, "Look, I've got these things, now what do I do with them?" Ideally, the college representative, the client, and the consultant should be able to sit down together and develop objectives and an agreement regarding time commitments and fees.

HUHRA: Are you suggesting a graduated or shared fee schedule?

RUBLY: Yes. Perhaps the first *x* number of hours could be covered by the college, and after that the client would be asked to support some portion or a graduated portion of the consulting fee.

HUHRA: It seems to me that the development of an effective working relationship between the college, the consultant, and the client is really key. If you could provide guidelines to a college economic development director on the management of a consulting program, what advice would you give?

RUBLY: Before the start of any consulting engagement, come to a clear agreement on what that program will be. The college manager and the consultant will need to discuss the qualification of clients, the level of service to provide, client progress reports, recordkeeping requirements, and anything else central to the administration of such a program. When a client is accepted for the program, there should be a clear agreement about what the client company can expect, what the client company will have to pay, and what degree of time and resource commitment on the part of the client is expected. The college, the consultant, and the company have to start out on the same footing and probably would have to start out with a common meeting. The first thing I'd recommend to the manager is to make sure that the communication channels are open, clear, and clean from the start, and that everybody is on the same wavelength.

HUHRA: Would it be appropriate to require potential participants in a consulting program to enroll in a noncredit introductory course?

RUBLY: Yes, I think it would be. I'm hesitant to require that an executive go through a formal academic course, but I would suggest that a client could be expected to go through some type of orientation program that describes what the global marketplace is like. Conceivably, the environment and associated problems could be presented to potential clients in two days. It would be good to have clients who are interested in consulting go through it. It gets back to the idea of getting them all on the same wavelength. This way they'll all understand what it is that they're dealing with and why they're being asked to do certain things.

HUHRA: If a community college is looking for a consultant, what qualities do you recommend that they look for?

RUBLY: You'd have to look for consultants that have track records, not vastly different from what I said about potential clients. You've got to have seasoned professionals offering advice. Unfortunately there are many start-up companies that hold themselves out as being international consulting experts and are learning as they go, much to the detriment of the client.

The first thing that I would check out is how long the consultant has been in business. Then, check out the consultant's background. You have to make sure that this individual or consulting firm has the credentials to deliver professional marketing, financial, or sales information. I really think you'd have to look to somebody with at least four or five years of practical experience, and then too you'd want to make sure that the consultant is solvent because frequently front-end expenses come out of the consultant's pocket. Check references and find out what else the consultant has done.

There are some very good consultants throughout the country. Many of them were employed by big corporations and then went out on their own; others have come from consulting firms, government agencies, or smaller export management or freight forwarding firms. Be certain that the consultant has sufficient breadth and experience and understanding of the private sector to be able to apply private sector solutions to private sector problems.

HUHRA: What advice would you give to a community college economic development manager on developing a good working relationship with a consultant?

RUBLY: Be open, communicative, and clear about where the constraints are. When problems come up, they've got to be addressed immediately. As long as both parties know what the constraints are, it's much easier to have successful assignments. Try to paint as realistic a picture of the college and of its needs as possible. And level with the consultant on the budget. That is always going to be a key constraint.

Typically consulting programs are funded through federal and state resources that require matching funds, and so the budgets for economic development programs are at best tight and in most cases insufficient. Therefore, the college manager has to make clear to the potential consultant what the budgets are and what kind of realistic billing schedule the consultant can look at. Too often people in academia have a tendency to distrust industry people and as a result tend to hedge on the budgets or try to hold back. That really doesn't serve anybody's purpose. A realistic appraisal of the budget has to be laid out from day one so that the college and the consultant can make intelligent decisions on how to use time and on determining the levels of service that can be achieved within the budget. Then go out and hold the consultant accountable for the achievement of the objectives.

HUHRA: If one of your colleagues were to ask you whether he or she should get involved with a community college program, what advice would you give?

RUBLY: They'd have to look at it as much more community service than as a way to build a largely remunerative practice. Nobody's going to get rich working in a community college program. I would say that there is a tremendous up side to it. It can be very rewarding in terms of the contacts that can be made and in terms of the potential follow-up services. Usually you can work with some pretty good people. It's something worth getting involved in.

A CLIENT'S EXPERIENCE IN AN EXPORT DEVELOPMENT PROGRAM

An Interview with Deborah K. Dillon, DeBarco International

By Lourdene Huhra

Deborah K. Dillon was a participant in the export development program for minority-owned businesses developed by the City Colleges of Chicago that was described earlier. This interview was conducted at the offices of DeBarco International in Chicago, Illinois.

HUHRA: What motivated you to enroll in the export development program?

DILLON: We had been interested in the global marketplace since 1985. In fact, we had attempted to become involved in a telecommunications project in Egypt. Briefly, we exercised due diligence: trips to Washington, D.C. to meet with the Department of Commerce's telecommunications specialists; many calls to Cairo—the U.S. embassy, the telecom group, the project manager; research to identify the incumbent provider and the reasons for system replacement; telex requests for bid documents, schedules, key contractors; all with no results. After hundreds of lost dollars, we decided to target the Canadian market. We assumed it would be an easier target; no language or gender barriers, reduced project initiation costs, and limited travel requirements. We also realized that we needed help. Luckily, we saw the announcement about the City Colleges program and followed up.

HUHRA: The program you attended was formatted to provide basic information on exporting through a series of workshops and to supplement that information with one-on-one consulting. Was that format effective for you? Would a different combination have worked better?

DILLON: I think that format was the best. We got a general overview through the workshops and began to develop our own international business strategies. We then were in a position to recognize our own particular questions and problems and get help.

HUHRA: You worked with Lawrence H. Rubly of TransTech Management Consulting Ltd. Can you briefly describe what you did together?

DILLON: Larry agreed with us that the Canadian market was ripe for some of our high- and low-tech products. The first thing we did was to work out a marketing plan for surge suppression equipment. Our first real meeting was a planning session in which we developed an action plan and a sequence of actions within a specific time frame. We then determined who would be responsible for each action. Larry placed an ad on our behalf and assisted us in drafting formal responses to inquiries. He helped us qualify prospects by doing research on them and advised us on product pricing to maximize short- and long-term profits. He even interceded with our manufacturers to explain letters of credit, paperwork, and special shipping requirements. In the end, the potential customers' market research didn't justify a dealer relationship, but we plan to approach them again with other products now that we're aware of their needs.

HUHRA: What was the working relationship with Mr. Rubly like? Were you able to learn enough from this experience to attempt another export sale on your own?

DILLON: Larry was extremely supportive. He was very patient in explaining the nuances of international trade. He would ask us to follow up personally behind every action he took, and he would brief us on how to do it. I didn't learn enough to attempt another sale on my own, but I have learned enough to take on more

of a role in each subsequent international effort. But I expect that I'll need Larry's support on an ongoing basis. He has skills and resources that I'll always need.

HUHRA: What was the overall benefit to you from using a consultant and from this program?

DILLON: Using a consultant saved us time and money. The experience I just described involved less than $100 in out-of-pocket costs and took about 30 days. Our efforts on our own were very costly and dragged on and on, draining us of even more resources. But the most important benefit of this program was that it really helped us to understand international business and put it into perspective so that we could make a determination of how we would best fit within the global market. For us, the results weren't in sales. They were in learning the process and learning how business is done globally within our industry. Now we're targeting global companies on a local level and establishing partnerships with them. We're working right now on something in the Caribbean, and having a large partner makes it a lot easier. We learned how to do this because of the program.

HUHRA: As a result of this experience, what characteristics would you advise someone to look for in an international business consultant?

DILLON: I'd suggest that they evaluate consultants within their industry and geographic market segment. You need someone with established contacts and someone who's very knowledgeable. Consultants need to know about market demand, how to find out about client payment history and financial status, how business is done all over the world, and to be able to recommend or investigate sales support in the foreign country. You want someone who's done business in your target markets, so that they can advise you of preferred transaction methods and typical time frames, as well as governmental, tax, political, or other factors that impede or enhance sales progress.

HUHRA: What about personal characteristics?

DILLON: For me, it's most important that the consultant be flexible. He or she has to be able to work with a small company that is growing and is, therefore, faced with conflicting demands for time and resources. I want someone who will tailor a consulting program to fit my needs and my budget.

HUHRA: What advice would you give to a community college administrator who is setting up a consulting program for the first time?

DILLON: The biggest responsibility is to carefully check the credentials of the consultants. You have to be sure that they actually can deliver what they say they can, and that they are active in the industries and markets of interest to potential clients. And then they must be selective in qualifying clients. Not everyone has export potential, and among those who do, not everyone is ready. Let potential clients know that international market development is a long, sometimes difficult process and that positive results may take a long time. And be as supportive as possible to your clients and as involved as you can be. Speaking as a client, it's really encouraging and motivating to know that other people are interested and wishing me the best.

ASSISTANCE FROM THE EXPERTS: INTERNATIONAL BUSINESS CONSULTANTS AT NORMANDALE COMMUNITY COLLEGE

By Stephen Burmeister May

The International Business Education Program at Normandale Community College is funded by a U.S. Department of Education Title VI, Part B grant. Consistent with the provisions of this funding source, the program includes education and training activities to promote international economic growth. More specifically, Normandale's program assists small businesses that are new to export or wish to expand exporting activities by offering credit and noncredit courses, workshops, and seminars and by coordinating a comprehensive consulting and referral service for clients. The consulting component discussed here consists of experienced international trade specialists who provide individualized practical advice about exporting to clients. The business specialists are experienced retirees who are employed on a part-time basis and can contribute a "real world" flavor based upon their professional experiences.

Consultant Services

Individual consultations with the international trade specialists assist client companies in developing realistic assessments of their export potential and realistic international business plans. Participants complete a company profile and, often, the Company Readiness to Export (CORE) computerized assessment during their intake session. In this way, consultations begin with discussions of readiness to export and can end with export sales through an agent or distributor chosen from a number of qualifying candidate companies abroad. The program uses select resource services of the U.S. and Foreign Commercial Service (US&FCS) of the U.S. Department of Commerce both in the United States and in the U.S. embassies in Europe. Additionally, the resources of the Minnesota Trade Office in St. Paul and its office in Europe are available in the search for overseas candidate companies that meet clients' criteria for affiliates. The manner in which the above resources are to be used is determined and refined during the one-on-one consulting sessions as clients prepare and review their international business plans with consultants.

Additionally, individualized market research is available to client companies through the Mankato State University International Business Institute. The institute provides international business student interns to conduct specific market research and analyses for a nominal fee. Normandale's Small Business Development Center also can provide market research and support using student interns from Augsburg College and the University of Minnesota. This support, although free of charge, is limited.

As client companies move through the program, the consultants describe the available options in depth and assist the firms in determining services and actions best suited to individual business objectives. The services specifically provided by the consultants in the one-on-one sessions are:

- Evaluation of readiness to export
- Discussion of the pitfalls and opportunities of exporting
- Practical methods and facts about export and import regulations, customs, and payment
- Assistance in preparation of the Export Business Plan using the *Normandale Export Planning Manual* and other resources
- Direct assistance in identification and "matching" of potential European partners to determine if they meet clients' criteria

- Liaison to US&FCS personnel at U.S. embassies in Europe to evaluate partners and to design individualized trade missions for clients

- Referral to U.S. Department of Commerce services as appropriate for individual clients

U.S. Department of Commerce services that the client companies learn to use under the guidance of the consultants are: Agent Distributor Service, Comparison Shopping Service, Commercial News USA, World Trade Data Report, and individualized US&FCS assistance abroad.

Finally, the consultants assist clients in the evaluation of the feedback and reports obtained from Europe via the U.S. Department of Commerce or other services in preparation for the clients' decisions to go on trade missions to Europe.

Trade Missions

The international business consultants, in cooperation with and with assistance from the Minnesota Trade Office, have organized two trade missions to Europe for participating companies: the first in spring 1989 to the Netherlands and West Germany, and the second in spring 1990 to France and England. For spring and summer 1991, the trade missions will be organized on an individual basis for client companies instead of planned for groups of firms. In this way, opportunities will be available to clients consistent with their individual business plans, goals, and budgets.

Upon return of the clients from their visits to Europe and their discussions with US&FCS staff and potential partners, the consultants assist clients in evaluating and analyzing their trips. Once clients decide to undertake business relationships with foreign partners, the consultants provide referrals to appropriate services outside the program.

Throughout the entire program, participants pay the nominal fee for international business workshops; for the specific services that they select from the U.S. Department of Commerce and the U.S. Foreign and Commercial Service abroad; and for the cost of their individual travel and expenses for trade missions in which they participate.

In summary, clients' interactions with international business consultants provide direct exposure to the export process and help minimize the risks, both real and perceived, associated with exporting. Not surprisingly, small businesspersons report that this kind of practical advice and training proves invaluable to them as they prepare to enter the export market.

Stephen Burmeister May is coordinator of international education, Normandale Community College, Bloomington, Minnesota.

INVOLVING CONSULTANTS: INTEGRATED EXPORT ASSISTANCE PROJECT

By David Streifford

The Integrated Export Assistance Project (IEAP) is a two-year program jointly funded by St. Louis Community College and the U.S. Department of Education through the Business and International Education Program (Title VI, Part B). The purpose of the IEAP is to provide structured assistance to infrequent exporters and new-to-export firms. The IEAP consists of two primary components: an Export Readiness Clinic (ERC), composed of six workshops, and post-clinic consulting for each client firm. The program is offered three times from October 1, 1989 to September 30, 1991.

The ERCs are designed to assist client firms through assessing export potential (company readiness to export), matching product(s) and export markets, and presenting essential information on sources of assistance, marketing, sales, promotion, documentation, methods of payment, and financing.

The clinics are designed to be practical, "how-to" sessions with experienced practitioners in international trade. The format of each workshop includes formal presentations from two or more speakers, video programs on selected topics, case studies, simulations, and ample opportunity for questions and discussion. The workshops are presented in morning sessions from 7:30 a.m. to 11:30 a.m. on six consecutive Wednesday mornings. (See Addendum A for a sample program.)

Upon completion of the ERC, the client firms work with export consultants for approximately 15–20 hours over a two-month period to develop export marketing strategies. It is expected that the firms will incorporate these marketing initiatives into their general business plans. Along with the clinic experience, these marketing/business plans serve as the bases for evaluating the overall effectiveness of the IEAP.

Recruitment and Selection of Client Firms

The client firms were recruited and selected through a multistage screening process. First, a database of small businesses was compiled. Although most firms were selected from the 1990 Missouri Directory of Manufacturers, many companies were identified by the local district office of the U.S. and Foreign Commercial Service (US&FCS). No service providers were included in the database.

DBASE IV was used as the computer applications software. In order to identify small businesses with export potential, the US&FCS, World Trade Club, Missouri District Export Council, and other project partners selected specific industries and products for which the United States has a comparative advantage. Fifteen Standard Industrial Classification codes were identified. Additional screening criteria were also used: sales, number of employees (to eliminate medium and large firms), and year established (to screen companies without evidence of surviving a recession). The archetypal firm chosen began operations before 1981 and had less than $20 million in sales and fewer than 100 employees. The result was a database of 316 firms.

A personalized letter of invitation (with appropriate descriptive information) was sent to each firm. The registration packet included three important documents. The first was a Company and Product Profile Information Sheet (See Addendum B), which provided essential information to enable speakers to tailor their presentations appropriately. The second was a sign-up form to complete the Company Readiness to Export (CORE) Survey, which is a computer-based assessment of a firm's preparedness to begin exporting. CORE was not used as a screening device, but as a means to introduce firms to the important issues and questions confronting new exporters. The third document was a sign-off/approval to participate in the case study.

Organization of Clinic Workshops

Concurrent with the development of the database of prospective client firms, the project partners identified the topics and issues for the six workshops. All partners emphasized the importance of keeping the level of the clinic workshops basic and practical.

For each workshop, at least two speakers (and alternates) were selected. All speakers then met with the committee to plan the organization (sequence, flow, and type) of topics. It was agreed that each workshop would offer a simulation/case study to maximize client participation. Moreover, each simulation/case study focused on the product/industry of one or more of the participants. After the full ERC program was completed, each speaker was asked to prepare an outline and share it with other speakers and advisory committee (project partner) members.

In keeping with the idea of maximizing client participation in all sessions, the speakers agreed to keep their presentations as informal as possible. Thus, speakers in the first session emphasized and promoted a strong sense of solidarity and purpose, that all participants shared the same objective of helping each other to identify export opportunities, markets, product adaptations, and promotional ideas in order to develop export potential. All speakers pledged their willingness to promote involvement by all participants.

The program director served as recording secretary. All notes and hand-outs were shared with participants and project partners.

Selection and Role of Export Consultants

How often have we heard the closing remarks, "Thanks very much for attending our workshop. We trust that you will be able to benefit from the information presented here today"? Seminars and workshops are valuable experiences, but too often the host bids farewell to participants without ever knowing the effect of the presentation. The ERCs are designed to overcome this basic limitation by providing post-workshop consulting and support to enable participants to produce a marketing plan.

After participants complete 24 hours of workshop training on the basics of exporting, they work closely with export consultants. Selected on the basis of their regional-world experience and travel and their export market and product knowledge, the consultants focus on the specific needs and (often unstated) objectives of the participants. The consultants thus offer the important post-clinic support for firms that are struggling to penetrate export markets.

The consultants were recommended by several export firms and trade organizations and agencies, including the US&FCS, the District Export Council, and the World Trade Club. From this extensive recruitment pool, prospective consultants were screened via interviews to match client firms as closely as possible—their knowledge of industry and product, export markets, availability to consult during the regular nine-to-five business day, and related criteria.

The consulting role often takes the form of providing direction and motivation, as well as the expected role of offering specific information and product/market advice. In other words, many companies that say they are interested in exporting do little more than respond to overseas inquiries. The objective is to convert this wait-and-see passive approach into a proactive approach based upon clearly defined objectives and a comprehensive marketing plan.

To keep consultants on track with their clients, they were asked to prepare regular written reports for the program director. To ensure that the consultation was progressing to the client's satisfaction (and that the work was focused on developing an export marketing plan), the director visited each client firm at least once during the consulting phase. Each consultant provided a final report containing an evaluation of the firm's readiness to export.

Role of Project Partners

Grant projects necessarily involve extensive reliance upon partners, and this project is no exception. Because the IEAP involved so many people and promised to impact so many people, involvement of advisers was absolutely crucial. Every aspect of the project draws extensively on the expertise of the business, government, and educational communities. From the proposal-writing stage to the culmination of the first ERC (July 1990), the advisers to the grant project were invaluable.

This project was blessed from the beginning with the total commitment of several key people in advisory roles. The deputy director of the local District Office of the U.S. Department of Commerce, the president of the World Trade Club, and the director of the District Export Council all devoted many hours to develop the database, provide mailing lists, screen candidates, offer and secure speakers for the workshops, and suggest potential export consultants. They met for more than 20 hours as a committee to advise the director on these and other matters pertaining to the grant.

If there is one caveat to offer, it is this: *Be certain to identify the time commitment for each adviser.* If you can make one assumption, it is that the most effective advisers will be asked to participate in a score of activities during the course of your project. If you want to insure success of your own project, it is advisable to secure such time commitments well in advance.

The partners also were of great assistance in evaluating the overall IEAP. Each advisory member returned a program evaluation regarding the quality of planning, organization, and communication. After the first program was completed (workshops and consulting), the advisory committee met to review the overall program evaluations (those submitted by client firms, speakers, consultants, and the director), as well as their own evaluations. This formal evaluation process yielded several programmatic modifications for the second year. For example, the advisory committee strongly recommended that the workshop presentations be videotaped. This offers a cost-effective way to replicate the clinics and provides a significant multiplier effect.

David Streifford is chairperson, Department of Business and Economics, St. Louis Community College at Forest Park, Missouri.

ADDENDUM A

THE EXPORT READINESS CLINIC

WHO? If you are new to export or you are thinking of expanding into exports, this program is tailor-made for you.

WHAT? Six half-day workshops on export fundamentals: opportunities and where to get help, marketing, sales and promotion, documentation, freight forwarding, and financing. Upon completion of the clinic, export consultants will work with each participant to produce an export business plan. The registration fee of $150 includes six workshops, continental breakfast, a print-out of the CORE program, a registration packet, an export marketing plan/workbook, and up to 15 hours of consulting time. *It is essential that all participants complete and return a brief company and product profile sheet two weeks prior to the workshop. This will enable the speakers to address specific questions from each company.*

WHEN? The second clinic will begin on October 17, 1990 and run for six consecutive Wednesday mornings, 7:30 a.m.–11:30 a.m., ending on November 21. The export plans will be produced by January 31, 1991.

WHERE? The workshops will be held at St. Louis Community College at Forest Park (5600 Oakland Avenue, St. Louis, MO 63110). A map, parking stickers, and clinic information will be mailed to all participants one week prior to the first workshop.

TOPICS: The entire clinic is dedicated to one clear objective—the production of a concrete plan to export. The plan will incorporate short-term and long-term objectives, and it will address available resources, constraints and parameters, training considerations, specific product and marketing strategies, documentation, transportation, and financing considerations. The complete agenda for the October 17–November 21 clinic is attached.

The Export Readiness Clinic

October 17
CONSIDERING EXPORTS

- Video: "Small Business Goes International"
- Why export?
- Does my product have export potential?
- My business: What does it really take to export?

October 24
EXPORT OPTIONS

- Do it myself; sell to other companies; employ an export management company; form a joint venture; and other options.
- Pros and cons

October 31
EXPORT MARKETING

- Video: "The International Marketing Mix"
- Matching products and markets
- Sales agents and distributors
- Trade shows
- Advertising

November 7
FREIGHT FORWARDING AND DOCUMENTATION

- Video: "Documents of International Trade"
- Packaging, marketing, and other preparations for shipment
- The necessary forms

November 14
GETTING PAID

- Video: "Credit and Collections"
- The letter of credit
- Financing
- Alternative forms of payment
- Tips, tricks, and traps

November 21
GETTING HELP

- The U.S. and Foreign Commercial Service (Department of Commerce)
- Missouri State Department of Economic Development
- Test your wits in a computer simulation: Export to Win

November 22, 1990–January 31, 1991
DEVELOPING THE EXPORT BUSINESS PLAN

ADDENDUM B

COMPANY AND PRODUCT PROFILE INFORMATION SHEET

NAME _____

TITLE _____

COMPANY _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE NO. _____ FAX _____

PRODUCT(S) _____

_____

_____

PREVIOUSLY EXPORTED? YES _____ NO _____

If you answered NO to this question, please DO NOT answer further questions.

If you answered YES to this question, please answer the following questions.

1. To which countries have you exported? Please rank-order by sales volume:
   a. _____
   b. _____
   c. _____
   d. _____
2. Does your company have an export department or export specialist?
   YES _____ NO _____
3. Does your company have an export marketing plan?
   YES _____ NO _____
4. Will your company's management agree to become the subject of a case study as a new-to-export firm? [Anonymity is assured.]
   YES _____ NO _____
5. In your company, is there a clearly defined commitment to export or interest in exploring export opportunities?
   YES _____ NO _____
6. Have any employees in your company attended seminars, workshops, or classes in international business?
   YES _____ NO _____
7. How will you be involved in your company's export operations? Please be as specific as possible.

_____

_____

_____

CHAPTER THREE
Delivering Programs

While sharing the common goal of promoting export through education, international trade programs at community colleges often differ in the programmatic features employed to achieve this goal. Local community need, available resources, and individual institutional strengths determine the structural framework and individual program components that best ensure success. In presenting overviews of three international trade programs, this chapter emphasizes elements common to all programs, while distinguishing unique characteristics of each. Most importantly, these narratives demonstrate the ability and strength of each community college to effectively assess needs, form partnerships to maximize resources, and tailor programs for maximum effectiveness in their communities.

In an introductory essay, Harold D. McAninch argues for an expanded definition of community college internationalization to include alliances with business, government, and social service agencies. In the first article, Nancy Lloyd Pfahl discusses services of the College of DuPage's International Trade Center, one of five programs in the college's Economic Development Center, which is part of the Business and Professional Institute at the College of DuPage. A new program at Sinclair Community College, "Building the Capacity for International Competitiveness," is the focus of an article by Jean Cook and Neil Herberkersman. The program is offered in partnership with two other area community colleges and includes a Train-the-Trainer component for faculty, as well as continuing education workshops and associate degree courses. In the last article, William M. Craft discusses the Export Dialog Program at Bunker Hill Community College. A cooperative venture with the Smaller Business Association of New England and the Association's Export Trade Committee, this networking and mentorship program targets decision makers directly involved in the management of small firms with export potential.

COMMUNITY COLLEGES: MEETING THE CHALLENGE OF A GLOBAL ECONOMY

By Harold D. McAninch

Community colleges by their nature and name are local institutions serving a local area. Given that role, why would such a college choose to become active in international trade and other aspects of international education? The key reason comes from "serving local citizens and area businesses." It is almost impossible today to find a local business or industry that is not affected in some way by the international market, except those with highly specialized products designed for local consumption or perishable goods that can be sold only locally. All other services and products are in competition internationally.

Therefore, for community colleges to serve their local businesses, they must make them aware of international markets and help to prepare them for trade. This means providing technology transfer to keep that local firm competitive in the manufacture and distribution of its product. This partnership helps keep the business healthy and productive, which means a healthy economy for the area. It follows that if the economy is healthy, then the community college will receive more support and be better able to do the job it should for the area it serves.

In serving local citizens, one could wrongly assume that there is a conflict between serving local clients and bringing a global perspective to the curriculum. Such a stance would ignore the basic fact that each local citizen's lifestyle and future depend to a very great extent on what happens in the international arena. Witness if you will the recent changes in Eastern Europe and the move toward a market economy in the Soviet Union. These events have greatly affected the average American's life. Two examples immediately come to mind: one, the military threat of the Eastern Bloc is greatly diminished, and that impacts the amount of money spent for defense versus other governmental priorities; and two, the competition from the market economies of this new economic bloc will dramatically affect the U.S. citizen's economic well-being. Trade will take place, and it will be necessary for people to know different cultures and languages if that trade is going to be competitive. It is no longer enough to leave it to the specialists.

Internationalizing the curriculum and the community previously involved foreign student exchanges, sister cities programs, foreign language instruction, and participation with international community service organizations such as Rotary, Kiwanis, and others. Those kinds of activities will continue. However, in recent years that concept has been broadened considerably. The nation's community colleges are now forming alliances with business, government, and social service agencies to meet the challenges of a global economy. Service expansion to businesses and students by community colleges reflects this new challenge for economic growth.

Curricula that have immediate application for job relevancy have necessitated that our students understand the role of a global economy. The blurring of academic disciplines around the international theme has produced a greater understanding of the world events that impact our local economy. The realization that by the year 2000, eight out of 10 jobs will be export-driven has prompted those who shape curricula to make the disciplines relevant to today's world.

Thomas Jefferson's idea about the need for an educated populace in a democracy must now include an international component in that education. A community college that truly serves its community must assume some of the responsibility for that education. There really is no other choice if the college is going to fulfill that mission. The question is no longer why the college is involved in international education and trade, but how the college can work more effectively with citizens and businesses. Community colleges must see this as the challenge of the future.

Harold D. McAninch is president of College of DuPage, Glen Ellyn, Illinois.

SERVICES OF THE INTERNATIONAL TRADE CENTER AT COLLEGE OF DuPAGE

By Nancy Lloyd Pfahl

As an institution skilled in training and capable of responding quickly to local business needs and long-term business development, the community college is well-positioned to respond and prepare businesses to export successfully. College of DuPage was particularly well-suited to provide this kind of service because of the presence of the Business and Professional Institute (BPI), established 10 years ago by President Harold D. McAninch. The BPI has earned credibility in the business community by responding effectively to the changing information and training needs of its district's businesses.

The International Trade Center (ITC) is one of five business assistance programs in the Economic Development Center (EDC), part of the BPI. The experience of the ITC substantiates that opportunities to create significant economic growth can result when certain barriers, including lack of information and consequent fear of the unknown, are reduced or eliminated and incentives are established for businesses.

Through its three centers, the BPI provides training and counseling to help small and medium-sized firms build for the future. Its cost recovery programs supply resources not available in-house, as they would be in larger corporations. Chart 1 outlines the organizational structure of BPI. The other programs of BPI, including the EDC, provide a full range of small business support services and interface with the ITC. Together these programs serve businesses from start-up through growth to maturity.

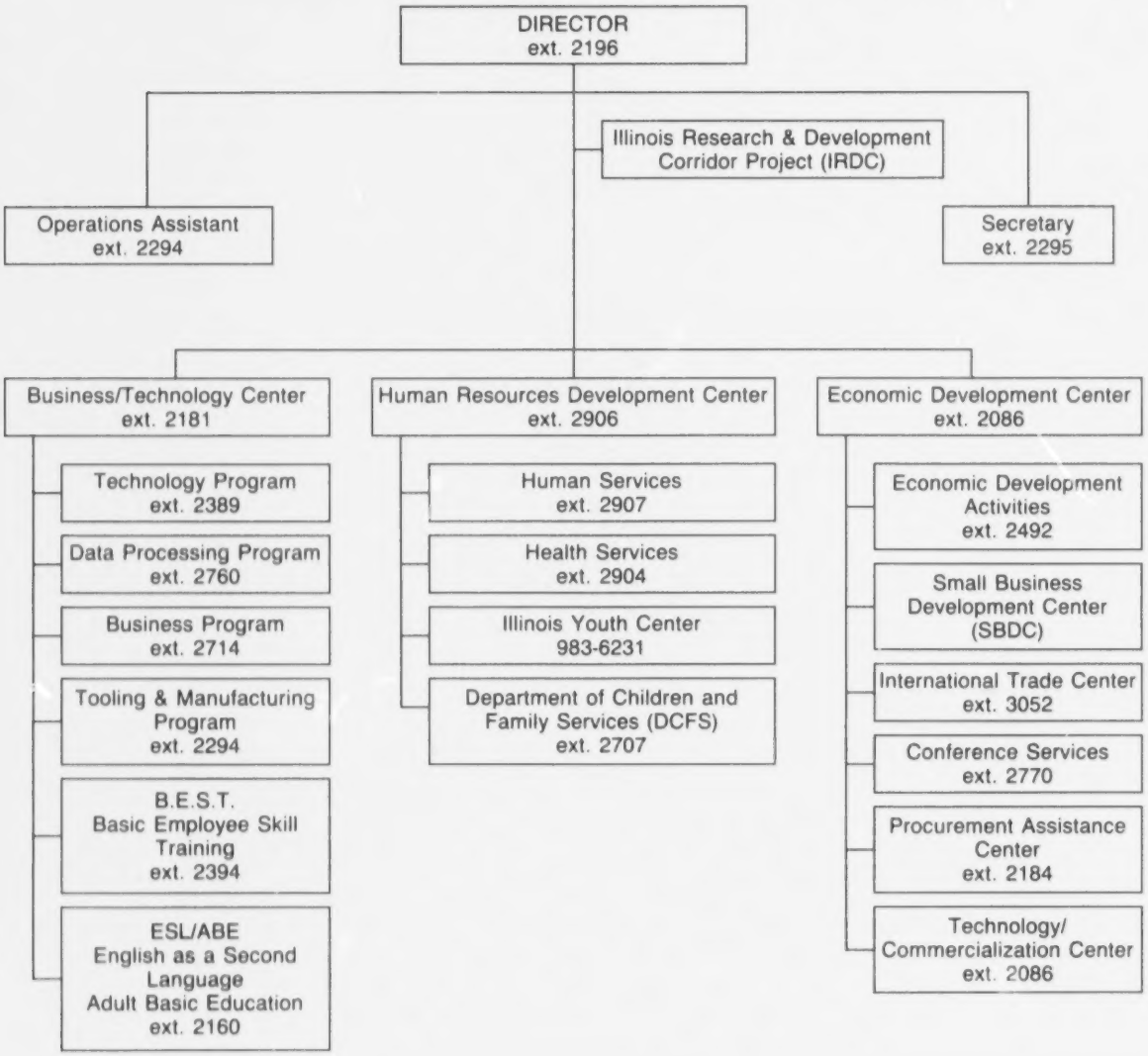
The increasing demand met by BPI for small business support services parallels regional business growth in DuPage County. During the past two years, new business incorporations recorded in the county have been running from 325 to over 425 per month. During the past five years, BPI has increased its client base 47 percent to serve over 19,000 businesspersons during FY90; more than 10,000 of these were clients of EDC programs.

Although the need is documented, state trade assistance programs are typically unprepared to train new exporters. Trade statistics indicate that Illinois has been a major exporter, but that only six companies account for 87 percent of all 1989 exports. In addition, there are estimated to be more than five times as many potential exporters in DuPage County as current exporters.

The following data define the opportunity for working with small and medium-sized businesses in Illinois: the state ranks eighth in the nation, with $10.7 billion in exports annually; only 18 percent, or 3,460, of the state's 20,000 manufacturers export; an estimated 75 percent have export potential; in DuPage County alone, 340 currently export and 1,702 have export potential; and in the Chicago collar counties, 2,287 export and 11,438 have export potential.

It was in response to this opportunity that, three years ago, the EDC began a preliminary regional assessment, worked with other service providers to define a niche that College of DuPage could fill to serve small and medium-sized manufacturers planning to export, and defined the potential market for such a program. After more than a year of preparation and planning, described in "Using a Partnership Strategy to Establish a Trade Assistance Program" in Chapter One of this book, the ITC began to provide comprehensive trade assistance services in January 1989, with the addition of a full-time trade specialist to its staff. Addendum A of that article summarizes the questions and the process employed to facilitate the program, which was replicated in October 1989 at two additional sites in Illinois, located on Chart 2 of the same article.

CHART 1
COLLEGE OF DuPAGE BUSINESS AND PROFESSIONAL INSTITUTE
22nd Street and Lambert Road, Glen Ellyn, IL 60137-6599 • (708) 858-2800



Delivery of Services

The ITC's overall goal is to target firms with export potential and to prepare them to export successfully. The center delivers its services through a variety of means: It acts as a trade information clearinghouse; facilitates networking opportunities; provides client counseling and technical assistance; develops and presents trade education programs; and identifies and disseminates trade leads. These five roles offer models for service delivery.

Rather than duplicate services, the ITC makes a strong effort to provide a unique service, referring clients to other service providers as appropriate, including the government, education, and business and industry partners named on p. 13. The question of what are appropriate services for any institution to consider offering relates directly to how the proposed services will complement existing regional resources.

All of the following activities are important elements in the export education process followed at College of DuPage.

Trade Information Clearinghouse

The first client service provided by the ITC staff is to act as a trade information clearinghouse. The trade reference collection includes 130 different country files, 65 industry files, basic guides to exporting, guides to the mechanics of exporting, and preliminary market research materials. Periodic "World Trade Bulletins" are written and disseminated to inform the business community about educational and trade opportunities, including trade shows and missions, and to share information about other resources. In addition, the trade specialist refers clients to the most appropriate person in a cooperating agency, rather than only to the agency itself. Chart 2 presents a matrix of regional export information sources and the types of information they can provide.

Networking

The second service of the ITC is facilitating networking opportunities. The Exporter's Forum is a bimonthly breakfast meeting at the college that provides programs for exporters to expand their understanding and knowledge of international trade issues. Invitations are mailed to experienced and new-to-export businesses. Topics addressed during the past year included "Marketing Your Products in Latin America," "Restricted and Hazardous Article Shipping," "Transnational Strategic Alliances," "The Role of Export Enforcement in the International Marketplace," "Countertrade and Offset Programs," "Tax Incentives for Exporters," and "The Outlook for the U.S. Dollar and Its Impact on Trade." Forty or more businesspersons attended, and topics responded to their expressed interests and needs. In addition, the ITC staff networks continuously to expand the range of government, education, and business contacts to whom the trade specialist can refer clients in an effort to meet their individual needs.

To support extending the state's trade information network to include more service providers, during 1990 ITC staff, in cooperation with the Illinois Department of Commerce and Community Affairs and an international trade consultant, developed a two-day train-the-trainers seminar for the state's small business assistance personnel. This training, which included the development of a comprehensive manual, *Export Training for the Trainer,* helped to create a network of service providers informed about the process of international trade development and prepared to channel appropriate businesses to the state's three International Trade Centers.

Client Counseling and Technical Assistance

The third level of service, client counseling and technical assistance, is the heart of the program. The trade specialist provides individual counseling to help a company in the following ways:

- Identify level of export commitment
- Assess company resources
- Match products to key markets
- Analyze the macro political economy of key markets
- Determine product modification and after-sales service requirements
- Select appropriate selling methods for each target market
- Match company/product/market needs with appropriate trade resources
- Provide information and referrals for technical assistance, including documentation, licensing, pricing, financing, and legal considerations
- Assist with the creation of a long-range international marketing plan

CHART 2
EXPORT INFORMATION SOURCES

TYPES OF INFORMATION	Accounting Firms	Attorneys	Chambers of Commerce	City & County Departments of Economic Development	Community Colleges	Consulates/Embassies	Export Management/ Trading Companies	Freight Forwarders	IL Department of Commerce & Community Affairs	IL District Export Council	IL Export Development Authority	Illinois World Trade Center	Industry Associations	International Banks	Private Consultants	Private Information Services	Trade Clubs	Universities	U.S. Department of Commerce	U.S. Small Business Adm./ Small Business Dev. Center
Advertising							★		★			★	★						★	
Competition Analysis	★					★	★					★	★		★			★		
Counseling				★	★				★	★	★	★		★	★		★	★	★	★
Cultural Training					★	★			★			★			★	★		★		
Distribution Contacts		★	★			★	★		★			★	★		★	★			★	
Documentation							★	★				★		★	★				★	
Export Licenses							★												★	
Feasibility Studies				★			★		★						★	★		★	★	
Financing				★			★				★			★						★
Foreign Sales Corporation	★	★		★			★		★			★								
Insurance							★	★												
Legal Services		★																		
Licensing/Joint Ventures		★		★		★									★	★		★		
Market Entry Planning	★				★		★		★	★		★			★			★	★	★
Market Assessment					★	★	★		★			★	★		★	★		★	★	
Mentors	★				★					★		★	★				★	★	★	★
Negotiating Services		★				★									★					
Regulations	★										★			★	★				★	
Shipping							★	★				★								
Trade Missions			★	★					★			★	★				★		★	
Trade Shows			★	★					★			★	★			★	★		★	
Trading Company Contacts						★			★			★	★		★		★		★	
Trading Leads			★		★	★	★		★			★	★	★	★	★	★		★	
Training Workshops	★	★	★	★	★	★			★	★	★	★		★	★	★	★	★	★	
Translation Services						★	★					★			★	★	★		★	

There is no charge for counseling services, which are supported by grant funding from the U.S. Small Business Administration through the Illinois Department of Commerce and Community Affairs.

Seminars and Workshops

Seminars and workshops are an important service of the program. During its first year of operation, the ITC presented five seminars in addition to Exporter's Forums. The seminars addressed basic information as well as market- and industry-specific topics. Second-year trade education programs, which numbered more than 15, included "Exporting: Learn the Essentials," a program cosponsored with the Illinois World Trade Center, and a Sister Cities International Economic Development Breakfast, which highlighted the role of sister cities and the organization's upcoming 1991 Chicago conference. The use of volunteer trade professionals to teach or present these programs increases the number of quality offerings ITC can provide. Chapter Five of this book includes sample seminar brochures developed for "How to Sell Overseas: World Trade Outlook" and "Exploring the New North American Market."

Trade Lead Identification and Dissemination

The fifth service provided by accessing three on-line databases is trade lead identification and dissemination. CD Expro, available to College of DuPage through its partnership with the University of Illinois at Chicago, enables the ITC to do weekly client matches and a weekly industry-targeted match. This weekly match service is available to a company for an annual subscription fee. One feature of Export Network, a second database provided to the ITC by the Illinois Department of Commerce and Community Affairs, is its geographic market option. In addition, as a satellite of the Illinois World Trade Center, for a nominal fee the ITC can access Network, a buy-sell electronic bulletin board, on which to place ads for clients' products for a two-week period. The ad reaches the members of over 180 world trade centers worldwide and is picked up by over 70 trade journals around the world, including the *Journal of Commerce* in the United States.

By comparing on an industry-sector basis the number of trade leads received to the number of regional businesses in the same sector, the trade specialist can target trade lead identification and dissemination activities to be more productive than they would be if conducted on a less structured basis.

Program Operation and Impact

The five services are provided by the ITC staff—trade specialist, staff assistant, and director. They work closely with the other business support programs of the EDC. During 1989, its first year of a full-service program, the ITC assisted 23 clients on an in-depth basis. First-year client survey results indicated that 44 percent were exporting, 22 percent as a direct result of ITC assistance; 78 percent anticipate future exports as a result of ITC assistance, 89 percent considered ITC services as an incentive to export, and 100 percent would recommend them to other businesses. Addendum A includes the client survey questions. During the second year of delivering services, with procedures well established, the trade specialist has been able to work with 50 clients.

The other EDC programs provide business support services usually contained in-house in larger corporations and serve as a resource for the trade specialist. The program managers, including the trade specialist, work with small to medium-sized businesses to help strategize their growth from start-up and preliminary business planning to market expansion, new product development, and technology application for increased productivity and competitiveness. The trade specialist has worked with district businesses to define markets for products as diverse as wall-mounted hair dryers, freshwater fish, radiators, medical instruments, and fiber optics.

An additional activity planned and executed during the ITC's first year of operation was an industry-targeted trade mission with an educational focus. During 1989 the ITC organized an Illinois delegation of local manufacturers to attend the International Symposium on Applied Opteolectronics, held in November in Liege, Belgium. The symposium included technical sessions, marketing opportunities, and site visits to firms and research

laboratories. As a result of prearranged meetings with Belgian counterparts, one local business signed three joint ventures that week, and all participants gained valuable information about their products and industry in the European market, information that continued to generate new opportunities for them.

A variety of program marketing methods are provided by the College of DuPage and BPI umbrellas. Program marketing vehicles include the BPI's Business Advisory Council; monthly Economic Development Breakfasts; Exporter's Forums; the monthly BPI newsletter, *The Cutting Edge*; quarterly and targeted World Trade Bulletins; College of DuPage radio and television announcements and interviews; and brochures. These activities all work toward reaching the center's goal of helping companies plan for the future and their role in a global economy.

The ITC maintains statistical records of all contacts. This information will permit the center to slowly build a research base. Meaningful program measurement criteria are critical to the future success and continued funding of the program. Numerical criteria are tracked easily, but other evaluation measures, such as the interaction between programs and the institutional and regional impacts of partnerships, are more difficult to quantify.

The ITC's development has been supported by the college's strong commitment to internationalizing its programs and serving district businesses. In turn, the ITC supports other college programs. For example, BPI's English as a Second Language program provided language training to engineers at a company preparing to work in South America. The BPI expects an increase in this kind of activity as more district businesses become involved in trade, joint ventures, and transnational strategic alliances.

During 1990, its second year of operation, the activity of the ITC has continued to increase. The trade specialist assisted more than 40 new clients on an ongoing basis, providing both preliminary market research for their products and guidance in preparing them for successful involvement in the export process. It is expected that the next annual client survey will yield quantifiable data about how the program has impacted regional exports. It seems reasonable to conclude that a program that includes these service components is an incentive to help businesses overcome certain barriers to export, including lack of information and the consequent fear of the unknown.

Nancy Lloyd Pfahl is director, Grants Office, College of DuPage, Glen Ellyn, Illinois. From July 1987 to August 1990 she served as manager of the Economic Development Center at College of DuPage. In that capacity she developed the trade assistance program and served as director of the International Trade Center.

ADDENDUM A
INTERNATIONAL TRADE CENTER CLIENT SURVEY

1. Is your company currently exporting? YES _____ NO _____

   If yes, what is your company's current export sales volume as a percent of total sales? _____ %

2. What do/did you consider to be the major barriers to your company exporting (e.g. lack of information, regulations, etc.)?

3. What do you consider to be the critical incentives to exporting (e.g. government assistance programs, increased profit potential, etc.)?

4. Had you ever solicited or received any type of government or private export assistance before? YES _____ NO _____

5. Do you consider the assistance you received from the International Trade Center to be an incentive to exporting? YES _____ NO _____

6. Did ITC provide export assistance to your company in a timely manner? YES _____ NO _____

7. Did ITC staff you worked with conduct themselves in a professional manner? YES _____ NO _____

8. Did you receive general information on the export process from ITC? YES _____ NO _____

   If yes, how would you rate this information?

   excellent _____ good _____ fair _____ poor _____

9. Did you receive market research information from ITC? YES _____ NO _____

   If yes, how would you rate this information?

   excellent _____ good _____ fair _____ poor _____

10. Did you receive referrals to other service providers from ITC (e.g., U.S. Dept. of Commerce, Illinois Export Development Authority, etc.)? YES _____ NO _____

    If yes, to which ones?_____

    How would you rate your experience with these referrals?

    excellent _____ good _____ fair _____ poor _____

11. Did ITC inform you of trade opportunities for your company? YES _____ NO _____

    If yes, how would you rate this information?

    excellent _____ good _____ fair _____ poor _____

12. What information from ITC did you find to be the most helpful?

    Trade Leads _____ Information _____ Seminars/Workshops _____

13. How would you rate the overall level of export assistance you received from the ITC?

    excellent _____ good _____ fair _____ poor _____

14. Did your company export as a result of the ITC assistance? YES _____ NO _____

    If yes, what was the approximate dollar value of these exports? $ _____

    Did your company create new jobs as a result of these exports? YES _____ NO _____

    If yes, how many positions were created? # _____

15. Do you anticipate further exports as a result of ITC assistance? YES _____ NO _____

    If yes, what percent of sales would your company like to see exports comprise five years from now? _____ %

16. In the future, what other kinds of assistance would you like to see ITC provide your company?

17. Would you welcome the assistance of a student intern, jointly supervised by ITC and your company, into your business? YES _____ NO _____

    If yes, would your company be willing to pay a nominal fee for this service? YES _____ NO _____

18. Would you recommend ITC's services? YES _____ NO _____

    If yes, do you know of any other company who could benefit from ITC's services? YES _____ NO _____

    If yes, please provide company name, contact person, and phone number.

19. What is the approximate size of your company in terms of annual sales?

    Under $100,000 _____ $100,000–$249,000 _____ $250,000–$499,000 _____
    $500,000–$1,000,000 _____ Over $1,000,000 _____ Over $5,000,000 _____

20. What is the approximate number of employees in your company?

    1–10 _____ 11–25 _____ 26–50 _____ 51–100 _____ 101–250 _____
    251–500 _____ Over 500 _____

Company Name (Optional) _____

BUILDING THE CAPACITY FOR INTERNATIONAL COMPETITIVENESS

By Jean Cook and Neil Herberkersman

Over $210 billion was spent on training programs by American companies in 1988. Community colleges received a portion of these funds to provide education and training needed by firms for their employees. In order to be a competitive provider of training programs to local firms, and thus to fulfill its mission to serve the educational needs of citizens in its community, in 1989 Sinclair Community College laid the groundwork for an international business education and training program. The Building the Capacity for International Competitiveness Program has a two-fold purpose: it provides workshops and noncredit coursework for businesspersons who are new to export or wish to expand their exporting activities, and it provides learning experiences and training for college faculty, thereby enabling them to develop and conduct classes in international business.

Over the last 18 months, steps were taken to carry out the program and ensure its successful institutionalization at Sinclair Community College. From April through June 1989, a total of 561 members of advisory committees representing government, industry, and nonprofit agencies were surveyed. Results indicated that a high percentage of respondents had international business education needs. Another survey of college faculty in west-central Ohio confirmed their need for international business education also.

External Funding Sources

The International Education Committee at Sinclair Community College wrote several grant proposals to initiate the program. Through a partnership agreement with nearby Clark State Community College in Springfield, Ohio, and Edison State Community College in Piqua, Ohio, Sinclair was awarded an Ohio Board of Regents grant for $107,000, effective April 1, 1990 to September 1, 1992. The purpose of the grant is to develop and implement continuing education workshops and credit courses on international business topics for two-year college and technical school faculty, students, and the business community.

Another grant award from the U.S. Department of Education Title VI, Part B for $63,000, effective September 1, 1990 through August 31, 1991, takes the regents program a step further by providing for an intensive Train-the-Trainer (TTT) Program. The purpose of the TTT Program is to increase the knowledge and skills of two-year college and technical school faculty in Ohio related to international business topics so that they in turn can teach students and business employees.

Activities of both grants are being implemented under the program title, Building the Capacity for International Competitiveness (BCIC). Sinclair Community College serves as the lead institution in partnership with Clark State Community College and Edison State Community College.

The goal of BCIC is to build the capacity of small to mid-sized Ohio businesses to become competitive in the global market. There are three major objectives:

- To continually assess and respond to the continuing education needs of businesses in west-central Ohio
- To educate and train a cadre of faculty to develop and conduct courses on international business issues
- To share resources and disseminate materials developed through BCIC to other two-year colleges and technical schools in Ohio

Program Committee

In addition to the Advisory Committee of representatives from area businesses who provide oversight and advice, a committee was formed to implement the program. The committee consists of the project director, representatives from the two partnership colleges, the coordinator of international education, and a faculty representative of the Business Division at Sinclair Community College. The committee meets regularly to facilitate the development of the continuing education and credit courses.

As a faculty member, the project director has 60 percent reassigned time to manage the program. Representatives from each of the two colleges with which Sinclair has established partnerships receive $500 each quarter plus mileage to compensate for their time. The coordinator of international education receives no financial compensation from the project. The faculty representative from the Business Division has 20 percent reassigned time for campus coordination.

Program Development

The program is being carried out in two phases. Phase I, funded by the Ohio Board of Regents from April 1, 1990 through August 31, 1990, involved an assessment of the continuing education needs of businesspersons, identifying learning resources, prioritizing learning topics, and initiating the development of international business continuing education and credit courses.

Phase II has two goals:

- The regents grant covers developing and presenting eight continuing education and two credit courses, disseminating the course materials statewide, establishing a database of Ohio exporting businesses, and evaluating outcomes (September 1, 1990 through September 1, 1992)

- The U.S. Department of Education Title VI, Part B grant covers a Train-the-Trainer Program to educate and train college faculty about international business so that they can develop and teach credit and continuing education courses on international business topics (September 1, 1990 through August 31, 1991, with anticipation of continuation funds for September 1, 1991 through August 31, 1992)

Continuing Education Courses

The program committee, with assistance from the Advisory Committee, selected workshop topics from a rank-order of interests expressed in a survey of over 200 area businesses. To avoid scheduling conflicts, the planning calendar of the Miami Valley International Trade Association (MVITA) was considered. The MVITA is a professional group of businesspersons in the geographical areas served by the partnership colleges that are involved in exporting/importing. The MVITA offers regularly scheduled four-hour workshops on international business topics and luncheons with speakers discussing current global business issues.

Eight new workshops are being developed. Any of the eight workshops may be repeated when deemed appropriate by the program committee and the continuing education departments at their respective colleges. The four workshops for 1990–1991 were:

- "Fundamentals of International Business." General considerations for a business operating in the international sector. Content included practical terminology, concepts, perspectives, and issues unique to international business.

- "Establishing an Export Sales Operation." An overview of export sales operations. Preparing for the sale includes export strategy, advice, and product preparation, along with market research, methods of export, and channels of distribution. Making the sale covers selling overseas, pricing quotations and terms, export regulations, customs benefits, and tax incentives.

- "International Licensing and Joint Ventures." An opportunity to learn about the benefits and risks associated with technical licensing, wholly-owned branch and subsidiary operations, and joint ventures. Topics included royalties, tariff and nontariff barriers, franchising, and legal and business issues.

- "Researching World Markets." An introduction to matching exportable products to an appropriate world market. Special problems, reference materials, and organizational sources were explained.

In addition to the workshops, on May 23, 1991 the program will sponsor a state conference, "Building the Capacity for International Competitiveness." This conference will help participants understand the exporting process. Ideas on exporting techniques, regulations, financing options, marketing methods, and more will be presented by successful exporters.

The workshops and state conference are primarily directed to employers and employees in small to mid-sized businesses who are interested in or are involved in international business, to business training personnel, and to faculty/students from any academic program at the partnership colleges. Promotional materials are also mailed to other interested community individuals as well as the business-industry liaisons at all two-year colleges and technical schools in Ohio through Enterprise Ohio at the Ohio Board of Regents. The Ohio Network (ONET), a state-of-the-art communication system for higher education institutions in Ohio, is also used to publicize the courses and activities. Furthermore, BCIC had a table at the regional meeting of the American Society for Training and Development in Dayton, Ohio, in September 1990 to distribute promotional information.

The program committee decided it was important to identify what to expect from professional resource persons. Many of the ideas from Lippitt (1981) were used as guidelines for selection of consultants. Decisions were based on our wish to employ a consultant from a small firm (less than three persons), our preference for a creative approach to workshop development, availability of funds, how long the consulting organization had been in business, backgrounds of the individual consultants, evidence of their compatible personalities, sufficient and challenging discussions about the workshops, consultants' prior experiences in international business, references, and a written proposal including a reasonable estimate of fees.

It is anticipated that two consultants will be used during the first year. One of the consultants will develop and manage two workshops and provide managerial assistance for the state conference. Specific responsibilities include identifying and paying the speakers, developing the workshop information and materials under direction of the project director, and serving as the workshop facilitator. Materials will include a participant's notebook, overhead transparencies, and printed materials. Consultant fees for planning and managing each of the two workshops are $7,190 and $7,300, respectively.

The other consultant will work with two business faculty from the partnership colleges to develop and manage the other two workshops. Joint decisions will be made regarding speakers, workshop information, and materials. Materials will include a participant's notebook, overhead transparencies, and printed materials. Both faculty and the consultant will work closely with the program committee throughout the development process under the direction of the project director and also serve as the workshop facilitators. Consultant fees are $3,000 for each of the two workshops and cover research, meetings with faculty, and development of the workshops.

In submitting the grant proposal to the Ohio Board of Regents, a budget was formulated for workshop costs. Several sources were examined for assistance (Finkel, 1987; Weinstein, 1982; Laird, 1985). Laird's ideas were integrated in the project and are discussed here. Costs are factored for producing, conducting, and evaluating workshops.

The first consideration is the time needed for an analysis of the learning needs of area businesspersons and faculty about international business topics. Associated planning activities are committee formation; survey design, distribution, and analysis; selection of workshop topics; consultant interviews and selection; brochure design and distribution; budget planning; and development of an evaluation tool. When a workshop is presented, validation of learning must occur along with developing new materials, piloting the program,

retesting achievement levels, and publishing materials for dissemination to two-year college and technical school faculty in Ohio. In organizing instructional materials, the intent is to design materials that are user-friendly and as self-contained as possible, thereby enabling another instructor with an appropriate background to use them. According to Laird (1985), 50 to 100 hours of time are needed to design, write, and publish materials for each hour of presentation in this format. For example, 50 hours × $25/hour × 4 hours instruction = $5,000. Another factor contributing to costs is preparation time for those consultants who will be doing some of the instruction. According to the U.S. Civil Service, three hours of preparation time are necessary for each hour of instruction.

Finally, the workshops will undergo a try-out period. This may involve some unanticipated travel and facilities costs initially. Few new education and training workshops can move from the planning and design phase to the classroom without some changes. Evaluation and feedback from the first workshop will also result in some time spent revising the materials and presentations for that workshop, as well as subsequent workshops.

Unfortunately, a complete budget for all costs is beyond the scope of this chapter. Readers are encouraged to contact the project director at Sinclair Community College for additional information.

Credit Courses

Two credit courses have been developed under the Ohio Board of Regents grant. During the summer quarter (1990), three months after the start of the regents grant, two business faculty members at Sinclair Community College developed these courses.

The two faculty members developed topics related to their areas of teaching expertise and designed "Introduction to International Business" and "International Economics" courses. Both faculty members had prior training and knowledge of international business and did not require assistance from a consultant to develop these courses. Course materials are being written and organized into a "user-friendly" format for distribution to other appropriate two-year college and technical school faculty in Ohio who may wish to use the information as the basis of a credit course, a course module, or background for a continuing education workshop. The "International Economics" course is also being developed in a video format.

In addition, prior to the regents grant, another faculty member had already developed a course on international marketing. It is anticipated that other credit courses will be developed during the second year of funding, even though the grant requires the development of only two credit courses, because business faculty at Sinclair Community College are very interested in developing a 15-credit-hour international business option to the business management program.

In some instances, new credit courses at Sinclair do not reach full capacity. BCIC offered some marketing assistance by including an insert describing the courses in its brochure. In addition, the faculty provided a flyer about the course to all the business advisers for distribution to students.

Business faculty are paid $900 through the regents grant for developing a credit course. The $900 is equivalent to overload payment for three credit hours and exists as an accepted method of payment to faculty for developing a video course at Sinclair Community College. Consequently, the policy was adopted by the program committee.

Train-the-Trainer Program (Title VI, Part B Grant)

The program has another goal (funded by the U.S. Department of Education Title VI, Part B grant): to educate and train college faculty about international business so that they, in turn, can develop and teach credit and continuing education courses. Several business faculty have begun to develop international business

credit courses, as described in the section on credit courses. However, more faculty are needed, not only to teach international business, but also to integrate global issues into their curricula.

A survey of faculty indicated a need to learn more about international business. Two specific learning needs were identified: an intensive approach to provide an overview of the exporting process, and practical ways for faculty from a variety of academic disciplines to integrate global concepts into their curricula.

All two-year college and technical school faculty in Ohio are invited to attend the Train-the-Trainer programs. Brochures are mailed to individual faculty. The ONET and the Ohio Board of Regent's other Train-the-Trainer programs are used to publicize the programs. The courses are:

- "Developing Skills for International Trade." A hands-on experiential learning approach to practical and useful information necessary for understanding the export process. Computer application experiences are included. Detailed reference materials will be available.

- "Incorporating Global Thinking into Your Curriculum." A special half-day session for two-year college and technical school educators that coincides with the state conference on May 23, 1991. The session will provide an overview of the need to globalize curricula and ideas on how to bring a global aspect to courses. Materials developed at the four workshops on "Building the Capacity for International Competitiveness" will be distributed to participants along with teaching manuals for three-credit-hour courses on "Introduction to International Business" and "International Economics."

- "Practical Approaches to Globalizing Your Curriculum." Answers to questions and how-to's for adding a global perspective to curricula. Large-group presentations with small-group sessions are used. Participants are encouraged to bring their course outlines and questions.

In addition to the topics listed above, the Train-the-Trainer Program provides some financial assistance to faculty attending the continuing education workshops and credit courses, as well as the MVITA workshops and luncheons. A planning calendar of all the courses and workshops is distributed to faculty at the partnership colleges for information and potential registration. Evaluation of the Developing Skills for International Trade Program will determine future offerings during the 1991–1992 academic year.

Consultants for the Train-the-Trainer Program were selected by the program committee after hearing presentations, talking to consultants about the project, and through advice from the dean of corporate and community services at Sinclair Community College. The consultants are identified as the speakers at the workshops, and their fees include developing presentations and materials with oversight and workshop facilitation by the project director and the program committee. Materials include a participant's notebook, overhead transparencies, and associated printed materials.

It is anticipated that participants will have an increased awareness, understanding, and corresponding development of skills related to the exporting process; will use the information and materials on international business topics to develop a credit course, course module, or a workshop at their college or technical school; and will identify practical ways to integrate global issues into curricula in a variety of academic disciplines.

The development of the Train-the-Trainer Program is managed by the project director. Ideas started long before the September 1, 1990 implementation date of Title VI, Part B funding. The project director attended several conferences on international business topics and international education during 1989–90. Ideas, speakers, consultants, and materials from the conferences were used in the Train-the-Trainer Program. Planning of the program has taken place along with developing the regents grant continuing education and credit courses during the summer quarter of 1990.

Evaluation

Evaluation of BCIC will be conducted by an outside evaluator. Selection of the evaluator will be made by the program committee with advice from the Advisory Committee. The evaluator's proposal will include the criteria and instrument to be used.

Sinclair Community College is fortunate to be the recipient of both state and federal funds to initiate an international business education program. These monies are enabling the college and its partner colleges to carry out two strategies simultaneously: workshops and courses for businesspersons, and professional development for faculty. Realizing that the success and perhaps survival of small to mid-sized Ohio businesses depends upon their entry into the global market, BCIC is committed to the achievement of project objectives. Furthermore, it is the intent of the colleges involved that the courses and workshops be cost-effective, financially self-supporting, and income-generating to ensure their longevity and that of the businesses they serve.

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Jean Cook is professor of experience-based education and project director, and Neil Herberkersman is director of grants development and government information, Sinclair Community College, Dayton, Ohio.

EXPORT DIALOG PROGRAM

By William M. Craft

Encouraging smaller firms to consider participation in international trade is a goal of many local, state, and federal programs in the United States. Conferences and workshops designed to introduce potential exporters to the emerging global economy, however, often attract more international consultants, bankers, and freight forwarders seeking clients than decision makers of firms with export potential. In designing programs for smaller companies with export potential, it is a continuing challenge to attract senior executives, owners, and major investors and provide a level of information that stimulates them to actively investigate possibilities in international trade.

During the past decade, institutions of higher education in the United States have experimented with a variety of approaches in dealing with export education. The Export Dialog Program discussed here is an example of a highly focused effort coordinated by Bunker Hill Community College that concentrates directly on decision makers in smaller firms. The program is a cooperative venture that exists only because of the commitment and direct involvement of export leaders from the local business community.

Bunker Hill Community College (BHCC) was founded in 1973 and is one of the 15 regional Massachusetts community colleges. Located in Boston, the college is an urban institution with a service area that includes Boston, Cambridge, and 14 nearby cities and towns. Over 7,000 day and evening students are enrolled in the college's 24 associate degree and certificate programs. The main campus is situated near several major highways and is served by its own "Community College" mass transit station. Boston's financial district, the Massachusetts Port Authority, and the New England World Trade Center are located nearby.

As the result of initial grants from the U.S. Department of Education through the Title VI, Part B Business and International Education Program, BHCC was one of the first public institutions of higher education in Massachusetts to join with the business community in support of international business education. The principal objective of these efforts has been to foster a general understanding of the emerging global economy and its implications for Massachusetts and New England economies.

In these and other efforts in the area of export education, the college is guided by the BHCC International Business Advisory Board, which consists of business leaders from the greater Boston area. As part of the college's regularly scheduled curriculum, BHCC offers an option in international business through the associate in science degree program in business administration. The college's president, Piedad F. Robertson, is a member of the statewide Governor's International Trade Advisory Board and is an outspoken advocate for an expanded college and university role in export education.

The college's involvement with the Export Dialog Program is a result of BHCC's active participation in the Smaller Business Association of New England (SBANE) and the association's Export Trade Committee (SINTRAC). Bunker Hill has been a member of SBANE and SINTRAC for more than five years and regularly hosts the SINTRAC monthly meetings. SBANE has some 2,000 members located throughout New England. The association serves its members through advocacy and education.

SINTRAC members include chief executive officers from a number of small to mid-sized exporting companies, international bankers, lawyers, consultants, and representatives from state and federal agencies and the Massachusetts Port Authority. The SINTRAC agenda emphasizes information about emerging markets worldwide; changes in international trade regulations; and the sharing of firsthand information and stories by experienced international manufacturers and traders.

The Export Dialog Program

The Export Dialog Program grew out of survey data presented at SINTRAC meetings, which suggested that many smaller firms who were not currently exporting were interested in finding foreign markets for their goods and services. Decision makers in these nonexporting firms frequently expressed concerns regarding the lack of knowledge about foreign market demands, distribution systems, influential contacts, and potential legal arrangements.

A number of SINTRAC members agreed to volunteer their time to help introduce nonexporting firms to some of the issues involved in international trade. An important stipulation, however, was that these volunteer efforts should be focused on firms with export potential and individuals within these firms in positions to influence the decision to actively pursue export opportunities.

Thus, the target audience for the Export Dialog Program became decision makers representing "smaller" companies with export potential. Typically, these companies have fewer than 100 employees and are guided by a small number of decision makers who are directly engaged in the affairs of the company. These decision makers may be CEOs or individuals with a strong equity interest in the company. In most instances, firms invited to participate in the Export Dialog Program have little or no previous experience in export activities.

Because of the nature of the effort, the Export Dialog Program is restricted to no more than 25 participants in each cycle. The individuals invited to attend are identified through a substantial person-to-person networking effort as well as through nominations solicited from Small Business Association of New England members, international consultants, and government agencies. In addition, some companies are identified from lists of attendees at the annual New England Business Conference who have expressed an interest in exploring international trade.

The goals of the Export Dialog Program are to:

- Demystify international trade and dispel some of the myths regarding the complexities of export
- Introduce sources for additional detailed information
- Develop a working group of like-minded executives new to export
- Encourage participants to seriously consider involvement in export activities

To date, the program has completed two cycles. Details regarding the organization of the sessions have varied each time, but several elements have emerged as important to the success of the program. These include:

- Sponsorship. There are always some modest costs associated with the program, and it is preferable that a sponsor be identified rather than charging the invited participants.
- Host. Someone needs to assume the role of host. This includes helping with informal introductions and keeping presentations and panel discussions on schedule.
- Invited Participants. These should be key decision makers within their companies.
- Presenters and Discussion Leaders. These should have personal experience in negotiating international trade deals and should have a broad perspective regarding the rewards, risks, frustrations, and patience required in international trade.
- Schedule. The program is comprised of one to three (two-hour) sessions held late afternoon to early evening (5 p.m. to 7 p.m.), with refreshments available.

- Format. Sessions include panel presentations and informal discussions with ample opportunity for questions and answers and emphasize personal contacts, introductions, and the exchange of business cards among participants.

Equally important to the success of the program are the topics selected for discussion. These may include:

- Personal case studies that illustrate successful (and perhaps not-so-successful) export efforts by smaller businesses
- U.S. government resources—data sources and personal contacts
- Export readiness checklist—how to determine whether or not you and your company are ready for export
- The business plan in the export context—financing, production capability, scheduling, etc.
- Some general trends in exporting—the promise and prospects (encouraging and not-so-encouraging information) of the emerging global economy
- The language of international trade—a hand-out list of buzzwords and phrases common to export
- The selection and use of international consultants and intermediaries such as agents, brokers, trading companies, and freight forwarders

Observations

An important lesson that has emerged from the program thus far is that for smaller firms, exporting is a team effort. Firms need to identify people who really know their product and their potential markets. In addition to personal contacts and fellow Dialog participants, various international consultants can and probably should be used. Although the use of consultants may be a discretionary item for business within the United States, intermediaries often are essential members of a smaller firm's exporting team. Those new to export should be clear, however, on the laws that govern agreements with representatives in foreign countries. These laws vary from country to country, and sometimes these laws, or even established patterns of professional practice, hold serious surprises when a firm wishes to modify or cancel a service contract for nonperformance.

U.S. Sen. Lloyd Bentsen recently observed that for the decade of the 1990s the "arms race" has been replaced by the "export race." Smaller U.S. firms have an important role to play as exporters, and the time is ripe for prospecting for opportunities in a global market. The United States and Canada have concluded a new trade agreement, the European Community will soon emerge as a single economy, Japan is rethinking some of its traditional trade barriers, and Russia and Eastern Europe are reconfiguring their economies.

The Export Dialog Program is an effective model to use in introducing a limited number of key executives to the possibilities of export activity. For those new to export, experienced friends and influential contacts are critical. The focus of the Export Dialog Program is to develop personal relationships and put a human face on the business of exporting. The program is designed strictly as an introduction, but an introduction that can continue to develop through a personal network. The program is a useful device for bringing together those new to export with those who have experience in the field.

William M. Craft is vice president for planning and external resources, Bunker Hill Community College, Boston, Massachusetts.

CHAPTER FOUR
Obtaining Financial Support

With competing demands for limited and decreasing monies, external funding has become even more attractive as a means of financing international trade programs at community colleges. These sources of support may include both public and private sector monies as well as services contributed on an in-kind basis for which institutions would ordinarily have to pay. This chapter discusses selected federal and state funding sources to support training for trade and concludes with advice on soliciting private sector support.

In her introductory essay, Barbara D. Holmes emphasizes the role of partners who provide both direct financial assistance and in-kind contributions to support international trade training. The chapter continues with an article by Susanna C. Easton, who discusses the Business and International Education Program of the Center for International Education, U.S. Department of Education. Included are abstracts of community college grantees currently funded. Another federal funding source is described by Sandra Newkirk, who presents funding options for international education from the Fund for the Improvement of Postsecondary Education. The chapter concludes with two interviews. Lawrence Allen, representing the Illinois Community College Board, discusses the use of state funds to support international trade, while James Montgomery, Milwaukee Area Technical College, provides guidelines for soliciting funds to support international business education from the private sector.

COMMUNITY COLLEGES AND INTERNATIONAL TRADE TRAINING: MEETING THE DEMANDS OF A GLOBAL ECONOMY

By Barbara D. Holmes

In the November 29, 1990 issue of the *Wall Street Journal,* the article "No Rust Belt: As Economy Falters, Old Industrial City of Milwaukee Shines" outlined the activities that pulled Milwaukee out of the recession of 1982 and transformed it into a thriving industrial city. Unlike other industrial cities that simply diversified into the service sector, Milwaukee's response to the recession was to upgrade manufacturing processes along with diversification. The use of high technology enables Milwaukee businesses to produce high quality, competitively priced products that are in high demand both domestically and abroad. Milwaukee Area Technical College (MATC) was instrumental in this retooling effort through the delivery of training in high technology. In the same way, MATC is now assisting local business and industry in responding to the challenges of the global economy.

Community colleges have a long history of service to local businesses. When global competitiveness simply meant the use of high technology, community colleges responded with state-of-the-art training. When the distinction between international and domestic became obsolete, mission statements were revised to include the enhancement of the world trade capabilities of local business and industry. Just as community colleges created an awareness of the opportunities of high technology in the '80s, we are now creating an awareness of the opportunities of global trade in the '90s.

It is exciting that community colleges are in the forefront of international trade training. Once again, it is our effectiveness in forming active partnerships with local private and public sector organizations that is contributing to our success. Some of our partners provide direct financial support, while others provide instructors, consultants, marketing assistance, and classroom materials.

Through community college programs, small businesses and entrepreneurs are assisted in developing global markets for their products. We also train staff of large corporations in the day- to-day activities needed for the implementation of a global business strategy. Because many community colleges are multicultural communities, the efforts we make to understand one another at home assist us in becoming better equipped to understand the cultures outside our communities. Many community colleges, including MATC, are also making special efforts to expand the participation of minority-owned businesses in global trade.

Community colleges will continue to play a key role in preparing our communities to meet the demands of the global economy. Our commitment to this effort is strong, and we are excited and challenged by our involvement.

Barbara D. Holmes is president of Milwaukee Area Technical College, Milwaukee, Wisconsin.

FEDERAL GRANTS TO COMMUNITY COLLEGES UNDER THE BUSINESS AND INTERNATIONAL EDUCATION PROGRAM

By Susanna C. Easton

The purpose of the Business and International Education Program is to increase and promote our nation's capacity for international economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development. The program is administered by the Center for International Education of the U.S. Department of Education. The authorizing legislation is Title VI, Part B of the Higher Education Act of 1965 as amended.

The annual appropriations for this program have remained fairly constant at $2.5 million for the last three years. At this funding level the Department of Education awards approximately 40 grants each year at an average cost of $75,000. The grants are renewable for a second year and must be cost-shared with institutional or private sector funds.

In accordance with the legislative intent, the Department of Education provides funding to institutions of higher education to promote educational and training activities that will contribute to the ability of U.S. businesses to prosper in an international economy. Grantees accomplish these objectives by expanding and improving the business curriculum and by providing direct assistance to the business community that will develop and/or expand exporting capacity. Curricular changes are usually implemented by upgrading the ability of the faculty to teach business courses in the context of changes in global markets and political realignments. At the same time, the foreign language curriculum is often redesigned to stress usage of foreign languages in a business context. Most institutions also improve the quality of their business degree programs by requiring more international training and overseas experience for degree candidates prior to graduation.

Direct assistance to the business community to expand its capacity to engage in commerce abroad is an important component of each project and is carried out in a variety of ways. Some institutions develop short-term technical courses on topics of importance to first-time exporters. Other institutions hold conferences, workshops, and/or business roundtables on issues of current interest to the local business community. Some develop walk-in, "one-stop" export counseling centers, while others provide student/faculty research teams to study critical issues in response to private sector requests. Certain programmatic activities that grantees can carry out are specifically cited in the legislation authorizing the Business and International Education Program. These include:

- Improvement of the business and international education curricula to serve the needs of the business community, including the development of new programs for mid-career or part-time students
- Development of programs to inform the public of increasing international economic interdependence and the role of American business within the international economic system
- Development of area studies programs and interdisciplinary international programs
- Development of specialized teaching materials appropriate to business-oriented students
- Establishment of student and faculty fellowships and internships or other training or research opportunities
- Development of joint activities on issues of common interest to institutions of higher education, private sector organizations, and associations engaged in or promoting international economic activity
- Establishment of internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies

Each grant application must be accompanied by an agreement between the institution and a business enterprise, trade organization, or association engaged in international economic activity. The parties to the agreement provide assistance to the grantee and assist in implementing programmatic changes. The Department of Education receives between 85 and 100 grant applications annually, with approximately 25 percent representing community colleges. In fiscal year 1991, 11 of the 38 funded projects will be carried out at community colleges. Abstracts of these funded projects follow. Interested individuals may contact the project directors for more information; institutions interested in applying for funding should contact the Center for International Education, U.S. Department of Education, Washington, D.C. 20202.

Project Abstracts

Mott Community College, Michigan

The Mott Community College Business and International Education Program builds on the college's demonstrated strengths in academic programming and services to the business community through internationalization of business curricula and through export assistance. The participation of 15 public and private sector interests in this effort underscores the commitment of the business community to this project and establishes the college as a proactive partner and advocate for international economic growth.

By the end of the two-year period, the college will have:

- Established a comprehensive hard-copy and interactive on-line international database of approximately 500 entries for use by public and private sector interests to identify local resources and expertise
- Conducted a systematic assessment of academic curricular and noncredit training needs in export education
- Incorporated four international business courses as options within business programs, so that five different business degrees are internationalized
- Developed an international trade degree program in response to needs assessment data
- Designed and delivered seven sequential workshops and specialized seminars in export and foreign languages for businesses demonstrating interest and readiness to export
- Internationalized 20 business, social science, and foreign language courses through development of modular units
- Established both individualized international trade consulting services and a mentor service to pair business owners new to export with experienced exporters
- Provided opportunities for faculty to acquire international expertise through graduate coursework, participation at conferences, and attendance at curricular development workshops

For additional information, contact Mary L. Fifield, Project Director, (313) 762-0237; Marguerite Fordyce, Director of Business and Industry Training, (313) 762-0391; Karen MacDonald, Coordinator—Business and International Education Project, (313) 238-2390.

Coastline Community College, California

Coastline Community College and AACJC, in cooperation with the World Trade Center Association of Orange County, California, propose to expand and enhance the international business academic programs offered by the nation's two-year colleges. This will increase the access, availability, and affordability of international business training and services to the nation's 18,000 small and medium-sized businesses who have the capacity but are not currently exporting their products.

Coastline teaches a 34-course international business curriculum to serve small and medium-sized businesses. In 1989 the college received state grants of $180,000 to develop curriculum packages for these courses to serve California's 107 community colleges. Teachers in the field are supported through Coastline's International Business Resource Center.

Coastline and AACJC will introduce these instructional packages through a series of 10 national workshops. Instructors who have used and designed the packages, plus international business professionals who have validated the information being taught, will conduct the workshops. The Resource Center will support nationally those instructors using the international business packages or assisting the international marketing efforts of local businesses.

For additional information, contact Thomas J. Snyder, Project Director, (714) 241-6243.

Community College of Spokane, Washington

This project is intended to serve the business community of Spokane, Washington, through a concerted effort linking with Spokane Falls Community College; its extension arm, the Institute for Extended Learning; and the business community, represented by the Spokane Area Economic Development Council (EDC).

The project will increase the knowledge of international culture and business theory and practice of the greater Spokane business community. The project provides opportunities for developing international business skills through the following activities:

- Linking the business community to the college community through creation of seminars, networking affiliates, in-depth training sessions, and joint trade missions for businesspeople at various stages of professional development
- Creating a mutually productive relationship between the community college and the business community through developing a degree program and business and language courses
- Linking the business community to the community college through the creation of the International Business Resource Center and its dissemination system

The project proposes a program designed to foster a short-term linkage between the community college and the Spokane Area EDC in the proposed joint venture, as well as a long-term venture through the foundation established by the project activities.

For additional information, contact Richard B. Halvorson, Project Director, (509) 536-7413.

Delaware County Community College, Pennsylvania

The European Community in 1992: Challenge to U.S. Business Project has two major components: to help the business community understand the implications of European ISO 9000 standards and to develop quality audit training to assist business in addressing those standards; and to strengthen Delaware County Community College's international curriculum by adding three international modules for business courses and two new cross-cultural courses, providing internship opportunities for six faculty in Europe, and developing a sister college relationship with a European institution.

This two-year effort includes agreements with PACE, the Ben Franklin Advanced Technology Center, the Delaware Valley Industrial Resource Center, Unisys, and Campbell Soup. The activities involved in the agreements include technical assistance in designing two seminars on ISO 9000, assistance in marketing those seminars, developing a pilot training program in quality auditing, and evaluating the pilot training.

For additional information, contact Sharon Smith, Project Director, (215) 359-5131.

Harold Washington College, Illinois

The six objectives that Harold Washington College has proposed for the 1989–91 period are described below. Each of these objectives builds on the college's demonstrated strengths in enhancing academic programs, providing services to city and state international business communities, and assisting other community, junior, and technical colleges in the country to position themselves as leaders in international economic growth.

- *The Resource Guide of Models for Community College International Trade Centers* is designed to assist community colleges wishing to establish or enhance international trade centers. Using predetermined criteria, six successful community college international trade centers will be selected from among all community college trade centers. Comprehensive site visits will be made, and a chronological case history of each trade center will be developed. Each case history will be analyzed to identify common characteristics and to develop a "collective profile" of an effective community college international trade center. The six case histories and the collective profile will be presented in a book format for distribution.

- The International Small Business Assistance Service (ISBAS), established in 1987, will continue to provide consulting and referral services to firms demonstrating export potential. The ISBAS will maximize its effectiveness by refining criteria previously used to identify businesses with export potential and by employing more effective methods of recruiting appropriate clients. Organizations currently providing services to small businesses will be asked to refer clients who demonstrate export potential, as well as those who seek export assistance, to ISBAS. Client firms will be clustered into small groups and will be provided with monthly group consulting meetings and individualized consulting as needed.

- The Statewide International Business Speakers Bureau, established in 1985, will be expanded through the addition of new speakers and topics. The promotional strategy will be refined in order to create increased utilization and impact.

- *The Handbook of Instructional Materials for International Business Non-Credit Training Seminars, Workshops, and Programs* describes "model" training materials that will assist education, government, and community agencies interested in establishing or improving export training programs. Contributions of materials for the publication will be solicited from all Title VI-B community college grantees, members of the AACJC American Council on International Intercultural Education, and public and private sector interests with whom Title VI-B grantees have agreements. Materials will be reviewed and categorized and then printed in book form. The handbook will be distributed to community colleges and other organizations wishing to offer noncredit international business training sessions.

- An instructional package about the metric system, consisting of actual course materials, a faculty professional development session, a guide for the integration of a unit on the metric system into courses, and an evaluation instrument will be developed. This package will be employed in all introductory business courses as well as by other interested faculty.

- A new series of six introductory export courses and three day-long seminars will be developed and offered through the college's Continuing Education Program. The courses will be taught by businesspersons representing the firms that have volunteered to provide export assistance instruction for their business colleagues in Chicago.

For additional information, contact Gerhardt Rohr, Project Director, (312) 855-8082.

Normandale Community College, Minnesota

Normandale Community College, in its first international business project (1987–89), developed strong programs in export preparation, planning, and international business education, including a European trade mission with small and medium-sized firms. In addition, in the last four years the college has been internationalizing its programs and curricular offerings. While examining the educational needs of the community,

the college identified the need for international business training for small to medium-sized firms that were neither able to provide their own training nor willing to invest in high-cost external consulting. Furthermore, the college found that two metropolitan economic development agencies specifically serving women and minorities had expressed a strong need for international business training for their clients with potential to engage in export activity. This international business education program will augment the dollar-volume of international business for small to mid-level firms wishing to do business with the European Community, specifically with France and Great Britain; enhance the international business expertise of minority- and women-owned companies already being assisted by the Normandale Small Business Development Center; initiate cooperative approaches between academia and business; advance the awareness and understanding of doing business abroad for the broader Minnesota business community; and improve the international business curriculum of the college.

The project is a comprehensive extension of the original grant, with the specific goals of:

- Preparing companies to develop effective export strategies in light of the European Community's 1992 Plan
- Assisting the Minnesota companies to develop joint ventures with English and French business counterparts
- Enhancing the existing Normandale International Business Program by strengthening the study of the European Community's 1992 Plan and its implications for U.S. business
- Expanding the Normandale business language offerings via the addition of extensive language training courses in business French

Activities to be implemented under the grant include 10 one-day workshops on aspects of trade with Europe and export planning; individual consulting with participating firms; preparation of video presentations for product promotion in Europe; domestic trade missions to attend scheduled trade fairs for European businesses held in the United States; trade missions to France and Great Britain; curriculum development for existing business courses; an intensive language program in French for business; a quarterly newsletter; a student intern program in cooperation with Mankato State University; and an outreach and dissemination component.

For additional information, contact Bernard Raphael, Project Director, (612) 830-9378; or Steve Burmeister May, Coordinator of International Education, (612) 830-9398.

North Seattle Community College, Washington

With support from Title VI-B, North Seattle Community College plans to expand and improve its international education programs, including the Seattle International Trade Institute (ITI), college transfer programs, and an international business education program. The ITI, under the direction of a community advisory board, was established in 1987 to develop, coordinate, and market a comprehensive and practical program and curriculum in international trade education. The two-year project will increase and enhance offerings for small businesses and part-time, mid-career, nontraditional students; involve other community colleges in providing training; establish an evening international trade certificate program; increase community awareness through improved marketing; establish an international trade library; establish internships in business; and develop a model for a practicum in Canadian trade. Through its partnerships with the Small Business Administration, the city of Seattle Mayor's Office, U.S. Department of Commerce, Uwajimaya Company, and the college's foundation, the ITI will provide export assistance counseling for small businesses, offer co-sponsored seminars, provide student internships, and improve communications with business, agencies, and other colleges.

The college transfer program projects will inform the public and college students of increasing economic interdependence and the role of American business within the international economic system, promote internationalizing of the curriculum, and involve businesses and Seattle University in serving students beginning

their professional education in international business. The two-year plan includes a community lecture series on global economic interdependence, an articulated international business curriculum with Seattle University, a faculty development seminar on internationalizing the curriculum, and an interdisciplinary learning community or coordinated studies program for international education. The college's foundation will serve as a partner in providing support to the lecture series.

The college hopes to assist in increasing the amount of international business activity in the Pacific Northwest and to build international understanding by extending and improving the ITI and strengthening its other international education programs.

The following objectives for the ITI's two-year plan supported by Title VI funding will:

- Increase the number of businesses and individuals participating in courses, seminars, and services of the ITI by offering programs at off-campus locations; provide industry and country-specific seminars to cover Hong Kong, Korea, Canada, Japan, Taiwan, Mexico, and the agriculture, clothing, food products, and electronics industries; and serve as a clearinghouse for education programs, expertise, and services among area community colleges, businesses, and trade organizations

- Provide support for export assistance, counseling, and referral services to small businesses in partnership with the Small Business Administration and Washington State University's Small Business Development Center Network

- Provide training for the directors of the state's Small Business Development Centers on international trade education, therefore increasing the access of small businesses to export assistance in the state's 27 community colleges

- Offer a sequence of courses in the evening leading to an international trade certificate for part-time, nontraditional, mid-career students

- Provide an international trade library including reference materials, access to INET, and access among the state's community colleges and businesses through the Washington Library Network

- Establish periodic needs assessments and increased marketing capability for the ITI that will inform a greater number of businesses of ITI services, assure up-to-date trade information, promote use of Washington's Employment Security services, strengthen business–college relationships, and improve international career counseling services of the ITI

- Establish a quarter-long student internship program in partnership with the International Affairs Office of the city of Seattle and Uwajimaya (a West Coast import and export company that has retail stores in the Seattle area) and involve other businesses in the internship program

- Develop a model of a trade practicum program with Canada, including hands-on experience in arrangements and logistics

The objectives of the college transfer academic and business programs over the grant's two-year period are to:

- Offer a social science lecture series in fall 1990 on global economic interdependence in partnership with the NSCC Foundation

- Articulate the college's international business transfer curriculum with the international business program at Seattle University

- Provide a workshop for the district's faculty on internationalizing the curriculum

- Offer an interdisciplinary coordinated studies international education program for college transfer students in 1991

For additional information, contact Lucile Charnley, Project Director, (206) 527-3700.

Sinclair Community College, Ohio

In late September 1989, Sinclair Community College formed a partnership with two neighboring community colleges—Edison State Community College and Clark State Community College—and large and small businesses and area groups. The purpose of the partnership is to make available continuing education and credit courses on international business issues to college faculty, students, and business personnel in west-central Ohio and to develop a cadre of faculty knowledgeable about international business issues.

To finance the partnership's projects, Sinclair was successful in receiving an Ohio Board of Regents grant for $107,000 in early November 1989. This grant provides the match for the Title VI-B proposal and will finance an in-depth needs assessment of businesses in west-central Ohio, a database of international resources, and the initiative to design and conduct eight continuing education courses and develop two credit curricula. International business consultants will provide the lead instruction for the continuing education courses; college faculty will develop the credit curricula with guidance from the consultants.

College faculty in west-central Ohio need further education and training on international business issues in order to design credit curricula on their own as well as teach credit courses to campus students and continuing education courses to business personnel. To finance this endeavor, Sinclair Community College applied for Title VI-B funds. The goal of the Title VI, Part B proposal is to educate and train a large cadre of college faculty in west-central Ohio through an in-depth learning program called Train-the-Trainer.

International business consultants and college faculty will design, plan, and conduct the Train-the-Trainer Program for 80 college faculty during the two grant years. With more faculty having an in-depth knowledge about international business issues and able to teach credit courses, it is anticipated that they will be able to give individualized assistance to small businesses on developing an export plan during the second grant year. Curriculum materials created in this project will be disseminated on a national basis and through electronic networks.

For additional information, contact Jean Cook, Project Director, (513) 226-2769.

Southwestern College, California

Southwestern College devoted a year to studying the economic factors in its service area that called for the establishment of a center devoted to international trade issues, especially for small businesses. A task force comprised of industry and trade association representatives as well as college personnel considered the trends and needs of the area. As a result, Southwestern established a Small Business and International Trade Center in May 1988. This enterprise was funded through college resources and a grant from the California Employee-Based Training Program.

The purpose of this two-year project is to expand the center's capacity to assist interested businesses in the region to successfully engage in international trade. Four specific objectives led to the achievement of this goal:

- Design an international trade curricula. Twelve modular units will be developed that can be used individually or in combination to meet the needs of businesses interested in international trade issues.

- Implement the international trade curricula. The international trade curricula will be offered in a variety of traditional courses for college credit ranging from 0.5 to 3.0 units. In addition, nontraditional instruction will be offered through short-term workshops, seminars, and conferences. Anticipated clientele for these courses are regular Southwestern students, business leaders, and employees of firms

interested in international education. Courses will be offered at the Small Business and International Trade Center, the Southwestern campus, and community locations, including business sites.

- Establish the center as an information clearinghouse and technical resource for firms interested in international trade. In order to achieve this objective, the center will subscribe to several national computerized data banks and research the use of other information resources. The center will also develop and use a cadre of experts and consultants on international trade issues who will be available to businesses interested in obtaining technical assistance or engaging in international trade.

- Implement a staff development program on international trade. The college will incorporate topics in international trade into its existing professional development program for faculty, administrators, and other staff. Additional development activities for Southwestern College will be made available through involvement in curriculum development and teaching assignments for the curriculum offered through the center.

For additional information, contact Mary Wylie, Dean, Vocational and Community Education, (619) 421-6700 ext. 258.

St. Louis Community College at Forest Park, Missouri

This project delivers an integrated body of export assistance services. St. Louis Community College will offer several Export Readiness Clinics and intensive one-on-one consultation aimed at new-to-export small businesses, concentrating on those with the greatest potential of doing international business. Students in Forest Park's international business program will be assigned to work as interns/assistants with the participants and consultants. Case studies based upon the participants' company histories will also be developed, and two video programs will be produced featuring the importance of trade shows and the Matchmakers Program.

The college conducted two needs assessment surveys in 1982 and 1987. More than 80 percent of the respondents expressed a strong interest in a wide range of export assistance. Approximately 14 percent (938 firms) of Missouri's estimated base of 7,018 manufacturing firms exported in 1986. Moreover, 56 percent of those who exported in 1986 sold less than 10 percent of their total product to foreign customers. Many of these firms have greater export potential. Indeed, many of the nonexporting manufacturers have products tailor-made for export markets. For all of the well-documented reasons, however, they have exported little or not at all.

The project has four main objectives:

- To educate and train small new-to-export businesses

- To strengthen Forest Park's international business program

- To share resources and systems developed with the international trade community

- To broaden and further enhance the college's linkages with private and public sector trade-related organizations

Seven specific activities will be undertaken to fulfill the foregoing objectives:

- Develop a database of small new-to-export firms

- Plan and deliver three Export Readiness Clinics, each consisting of six workshops

- Provide one-on-one consulting services for each clinic participant

- Assign student interns to work with the participants and consultants
- Create business export plans (with assistance from the consultants and interns, each participant completing the clinic experience will develop a long-range business plan)
- Produce two video programs on the role of trade shows in international marketing
- Prepare and produce 10 case studies built around the company and product histories of participants

Through the project's Export Clinics, an estimated 60 businesses will obtain the critical assistance necessary to launch exporting plans. Moreover, the student internships, case studies, and video resources will provide the multiplier structure to share the experiences of the clinic participants with many others who are considering international ventures.

For additional information, contact David Streifford, Project Director, (314) 644-9747.

The Williamsport Area Community College, Pennsylvania

This project is intended to allow The Williamsport Area Community College (now the Pennsylvania College of Technology) to work with business and industries in a 15-county region of central Pennsylvania and to expand these businesses' abilities to engage in international economic activities. To accomplish this purpose, the college requested funding to:

- Assist in the introduction of international trade education modules into high technology occupational programs
- Assist in the internationalization of the business management curricula; increase college faculty expertise in regard to international business awareness; and expand international instructional resource materials
- Assist in the promotion of local awareness of the importance of international trade through the development of linkages with business and technological education focused on international business
- Assist in responding to the educational needs of regional business and industry related to exporting

In 1986, representatives of The Williamsport Area Community College met with representatives of local business and industry to identify needs of the north-central Pennsylvania region in regard to stimulating international economic activities, with particular emphasis in the area of exporting. Specific goals directed toward addressing those needs were formulated at these meetings, and each organization pledged to work toward those goals. The Williamsport-Lycoming Chamber of Commerce, with over 1,000 members, and the West Branch Manufacturers' Association, which works on behalf of 235 industries in central Pennsylvania, are both very active in promoting activities to meet these goals. The Williamsport Area Community College Foundation has also committed a cash contribution to the project.

Specific activities to be carried out through the agreements with these organizations include:

- The establishment and promotion of export education programs/seminars to stimulate interest and provide knowledge for local business and industry
- The presentation of four colloquia for business/faculty participation
- The introduction of 13 international business modules into existing business management courses and six modules into advanced technology courses
- Development of an international economics course

- Provision of guest speakers from business/industry in courses with new modules
- Increase in the international business holdings of the college library
- Administration of an international business education needs survey in the 15-county area and establishment of an International Business Advisory Committee of business and college staff to develop an action plan for continuation of collaborative efforts in international business education
- Provision of two three-week faculty internships
- A paid leave of absence and semester of study for faculty at the Wharton School

For additional information, contact Abdul Pathan, Project Director, (717) 326-3761 ext. 7328.

Susanna C. Easton is senior program officer, Center for International Education, U.S. Department of Education.

CREATING INTERNATIONAL COMPETENCE: FIPSE'S PARTNERSHIP WITH THE COMMUNITY COLLEGE

By Sandra Newkirk

While the Fund for the Improvement of Postsecondary Education (FIPSE) has long supported efforts by colleges and universities to educate our students about the world beyond our borders, the tumultuous sweep of political change we have witnessed this past year has launched an era that will be marked by great experimentation in all aspects of human discourse. U.S. colleges and universities will play a major, albeit not exclusive, role in these new ventures in living and learning. Only one implication from this promising ferment is clear: our own deliberations regarding the meaning of unity and interdependence must be stepped up. Past discussions have been rooted firmly in a world view that overnight has become obsolete.

Until now, we have spoken mainly to concerns that the United States remain competitive in an international marketplace. FIPSE has supported a number of efforts born of these deliberations. Waukesha County Technical Institute, Wisconsin, developed an international trade program with FIPSE funds, and Edmonds Community College, Washington, received a three-year grant to establish an international studies program with an East Asian emphasis, to name just two. While it will remain a major impetus guiding our initiatives, by itself economic perspective can no longer define the full scope of our efforts. We need to revisit our aims for international education. We must educate not only for the global marketplace, but also for the global workplace, a global environment, and an increasingly global scientific and academic community. We need to establish goals, priorities, and programs of a scope, quality, and promise that will match the challenges of these times and prepare us for future directions now being charted.

This, then, is the first frontier of international education that community colleges must explore; they must review and define international education in light of new realities and from the perspective of their individual institutional missions. What are the implications for curricular change? We will be changing the architecture of both undergraduate and professional education. What prerequisite foundations need to be laid? What superstructures will we need to construct? What will constitute an indispensable curricular buttress, and what is mere ornamentation? FIPSE is especially concerned that projects proposed for funding be rooted in the goals of the college; only those projects can hope to make a real improvement, locally or nationally. Only then do they become truly woven into the fabric of the institution. Community colleges should delineate the specific role they can play in developing international competence.

Once internal goals are clarified, it will be important that the community colleges and universities work together and with local business and industry to define well-articulated programs that impart the knowledge necessary to live and work in this brave new world that will foster international competence along the full continuum of professional development. FIPSE wants to support the comprehensive study, blueprint drawing, experimentation, and evaluation emerging from such deliberations.

New initiatives in creating international competence might explore the following topics.

Linguistic competence. Beyond the obvious need to create an understanding of other peoples and their cultures, new curricular directions must include strategies to develop sophistication in the use of foreign languages. This will call for *more* language education, *better* language education, and *different* language education.

More will be the easiest to achieve, but thought must be given to developing a well-articulated language structure between the schools and higher education, so that true competence is built and the student develops abilities concomitant with the time spent on task. *More* must also refer to the teaching of different, less commonly taught languages.

Better is more difficult to define and to achieve. More research must be done into language acquisition, into new models for teaching and learning, and into applying new knowledge and new technologies to foreign language learning.

Different is more difficult still. Presently, foreign languages are most commonly taught within a very narrow academic perspective. While it is recognized that foreign language competence is needed across the professions, it is still largely taught within literature departments. Students find after two or even three years of study that they are not really prepared to use that language well in their own fields of study. Foreign languages must be integrated into the disciplines if students are to learn the discourse of those languages and their applications to fields of study.

Faculty development. Faculty who can teach their disciplines from an international perspective, and some who can teach their disciplines in a foreign language, will be needed to implement these new curricular directions. Resources here are scarce, and new patterns for the transnational exchange of both students and faculty should be explored. International students, if properly prepared, could prove invaluable in these initiatives. Furthermore, faculty need to be encouraged strongly to enhance their international and language qualifications, perhaps by spending a semester or two abroad. Toward these ends, resource allocations as well as tenure and other reward systems might need to be restructured.

Overseas internships and study abroad programs must be expanded to allow more students to participate. Innovative thinking will be needed to develop new patterns for overseas study and to ensure cost-effective access to these programs. Ease of credit transfer and length of time needed to complete a degree are among the logistics that will need to be addressed. Increased participation in these programs, however, must be connected to questions of quality and to thoughts of how students can be best prepared to get the most out of their study abroad.

Collaborative efforts with business and industry in training and technology transfer is explored territory but remains a protean field as vast technological, political, and economic changes make increased collaboration possible and expand the potential benefit to all participants tremendously.

Collaborative efforts with overseas institutions can facilitate or even drive many of the other initiatives, such as international student mobility and faculty development efforts.

These are merely some of the directions that colleges may wish to explore as we emerge from our cultural and economic cocoon and as other formidable obstacles to increased communication of all kinds across borders are removed. None of them are new initiatives, except perhaps in their scope and potential to reap much greater rewards than realized thus far. But, while international programs have long existed in some form or another on U.S. campuses, the need to develop international competence is now widely recognized as urgent. Commitment grows strong, and the call for innovative thought, planning, and action grows loud. FIPSE hopes to support a wide-scale international initiative on college campuses in the coming years.

To receive a copy of the competition guidelines, please send your request to the address below. The FIPSE staff will also be pleased to talk with you about your ideas and answer your questions. FIPSE staff especially interested in international programs are Lewis Greenstein, Sherrin Marshall, Sandra Newkirk, and Helene Scher.

FIPSE Guidelines
ROB #3
7th and D Streets, S.W.
Washington, D.C. 20202-5175
Tel: (202) 708-5750

Sandra Newkirk is program officer, Fund for the Improvement of Postsecondary Education, U.S. Department of Education.

(***EDITORS' NOTE:*** The Fund for the Improvement of Postsecondary Education was created by Congress in 1972 on the model of a private foundation to support innovation in postsecondary teaching and learning. With a current appropriation of over $15 million, FIPSE receives applications from approximately two-thirds of the colleges and universities in the United States each year and is considered one of the most competitive federal grant programs in education. Applications require a two-stage process: a five-page preliminary proposal and, by invitation, a fully developed proposal.)

STATE SUPPORT FOR INTERNATIONAL ECONOMIC DEVELOPMENT

An Interview with Lawrence Allen, Program Director for Economic Development, Illinois Community College Board

By Mary L. Fifield

The Illinois legislature, via the Public Community College Act, appropriates funds annually for use by community colleges to promote economic development activities. These restricted-purpose grants are administered by the Illinois Community College Board (ICCB), the state agency that oversees community college functions in Illinois. The following interview provides information about the specific purposes for which these funds are allocated, as well as their potential for promoting international economic growth on the local level. This interview was conducted at the ICCB office in Springfield, Illinois.

FIFIELD: Larry, can you tell me how much economic development money is typically appropriated and how these funds are distributed to community colleges in Illinois?

ALLEN: The amounts of ICCB economic development money have fluctuated over time. For example, in 1985, $2.7 million was available for economic development. For fiscal years '90 and '91, the amount is $3.5 million annually. The rules of the Illinois Community College Board provide a minimum of $30,000 plus a formula allocation based on student enrollments in occupational/technical courses to each of the 38 Illinois community college districts.

FIFIELD: How are the funds used by community colleges?

ALLEN: Each community college district has a business center, and the funds are used to support these centers' activities. These can include customized training programs, including the establishment of apprenticeship or internship programs. Other areas of focus include the improvement of job skills, career counseling, job placement assistance, and noncredit courses and workshops. In many cases, ICCB economic development grants leverage other money such as federal grants or local dollars. Community colleges cooperate with other entities, such as chambers of commerce, to offer courses, workshops, and conferences to area businesses on special topics or emerging occupations. There are cases where we are the major support for small business development centers (SBDCs) or procurement assistance centers.

FIFIELD: What about the use of funds to focus on international economic growth? We've heard so much about staying within a college's service area and service to the local community.

ALLEN: I think we have a global role to play. *Building Communities* (A report of the AACJC Commission on the Future of Community Colieges) suggests that community colleges go beyond their own districts. A president or dean who would exclude a college from the international arena is being much too restrictive. Foreign businesses are coming here. If we don't learn to speak the economic language of other countries, we are doomed to failure. Some colleges have participated through their SBDCs. Blackhawk Community College has a partnership arrangement with Western Illinois University. Blackhawk's SBDC screens businesses to determine their readiness to export. Once it is determined that a firm is ready to export, representatives of the firm go to Western Illinois University for further assistance. Another good example is the College of DuPage—a giant in export initiatives—which even has a trade center.

FIFIELD: Helping businesses to export is not easy. It takes a long time to produce results—especially if those results mean not only the successful completion of business transactions overseas, but also the creation

of more jobs at home. Would ICCB be sympathetic to a community college export initiative if it didn't produce jobs right away?

ALLEN: Yes, I want to de-emphasize job development. The creation of jobs is most closely scrutinized, but I don't think it's any disgrace to do a lot of things that don't lead to jobs. If a college didn't create jobs, then it needs to show how it built an economic development bridge or worked collectively with chambers or other economic development units to pull off a project. I think ICCB is amenable to that kind of activity. If export initiative results take a while, then we'll wait for the results.

FIFIELD: What do you think is the key to community college success in economic development activities, regardless of whether these initiatives are internationally oriented or not?

ALLEN: Whatever community colleges do, economic development activities should be an integral part of the college's mission. Also, programs and other things need to be shared. For economic development to be better, we've got to trade information, and that's a major issue. Some of our best economic development centers are those that have electronic networks, such as Economic Development Network (ED>NET) in California.

FIFIELD: I'm familiar with ED>NET and agree with you that community colleges need to be able to access each other's data. In fact, included in this publication is an article by Margriet Hotzy about export counseling services provided by a group of California community colleges. She references the value of ED>NET in supporting customized training services to several California State Community College Centers for International Trade Development. Do you envision more states and community colleges getting involved in export as they become interdependent upon common databases?

ALLEN: Yes, I think that some colleges are feeling the impact of export initiatives now. Export is the wave of the future, especially in the coastal states. Oregon, Washington, or the Carolinas are good examples of states where community colleges are heavily involved in export initiatives. But not every community college will be involved in such activities or have something to offer. Still, that doesn't indict them as long as they provide other economic development services.

FIFIELD: It's clear that state economic development monies can support a wide range of activities and make a real impact on economic growth. From a philosophical standpoint, what is the real value of community colleges' involvement in economic development initiatives?

ALLEN: They prepare businesses and individual workers to be competitive. Nobody does it better than the community colleges. They design the best bridges I know of to connect business and industry and education. By bringing business and industry to the campus or taking the campus to them they are getting people ready for jobs today, preparing people for long-term employment in a world where increased competition demands the best of them and the community colleges.

PRIVATE SECTOR SUPPORT OF INTERNATIONAL TRADE PROGRAMS

An Interview with James Montgomery, Associate Dean of Continuing Education and Business Outreach, Milwaukee Area Technical College, Wisconsin

By Lourdene Huhra

James Montgomery obtained funding from a local lending institution in order to provide an international trade training program at the Milwaukee Enterprise Center, a small business incubator located in the inner city of Milwaukee. The center is the result of a partnership between the city of Milwaukee, the state of Wisconsin, the Wisconsin Foundation for Vocational, Technical, and Adult Education, and Milwaukee Area Technical College.

HUHRA: Jim, during the time we have worked together, I have become increasingly aware of your success in developing partnerships with members of the private sector. Clearly it takes some creativity and planning, along with interpersonal skills, to develop and maintain these partnerships. I would like to ask you to reflect on your strategies and provide some guidelines on working with members of the private sector. To begin, please describe how you were able to motivate a large, urban bank to fund an international trade development program at the Milwaukee Enterprise Center.

MONTGOMERY: The bank has a commitment to minority business development and has a long history of support for our programs at the Milwaukee Enterprise Center. Export education and training for small and minority-owned businesses is very vital and important to the banking industry. Our economy is becoming a global economy. The more capable our small business entrepreneurs become in dealing with the global economy, the more successful the banking industry becomes.

HUHRA: Let's take this step by step. If I wanted to develop a partnership with a local corporation, what would you advise me to do as my first step?

MONTGOMERY: Do your homework on the corporation. Find out what they're doing in international trade. Find out whether they've got any training needs that you could meet. Expect that you'll have to sell yourself first, and that you'll then have to build a relationship.

HUHRA: How do I identify the appropriate contact person? How do I make the initial contact?

MONTGOMERY: You want to identify a second- or third-echelon employee, one with authority to make decisions about the organization's training dollars or at least in a position to influence the person who makes these decisions. If you're lucky, you've already made contact with the vice president for international sales or marketing at local trade events. If not, you may have to start with the director of training. Your own networking should be done prior to making any contacts. There is probably someone within your organization or someone you know from another organization who can make some type of introduction for you.

HUHRA: Once a person is identified, what strategy should I use in involving that person in a program?

MONTGOMERY: A good strategy is to ask the person to serve on an advisory board. This will allow the person to become invested in your program and give him or her a role to play in its development.

HUHRA: How can one seek sponsorship for a particular program, such as the international trade development program at the Milwaukee Enterprise Center?

MONTGOMERY: Develop a proposal for a program. Be thorough, but allow for some flexibility so that you can respond to the needs or suggestions of the corporation. Be prepared with suggestions about how the corporation might want to be involved and reasons that would encourage their involvement. Make it as easy as possible for them to participate. Invite the person to visit you at your institution. Moving people from their environment into yours in some cases will increase the probability for a positive response to your request.

HUHRA: Let's talk about maintaining the relationship. What kinds of things should we do to assure that the relationship goes smoothly?

MONTGOMERY: Find out what the sponsor's needs are for information and involvement, as well as for quality control. When the sponsor wants to be involved, there can be joint planning sessions. You can develop measurable objectives and realistic methods of assessment. Provide regular progress reports. Invite the sponsor to participate in or observe the program. Give the sponsor as much recognition as possible as a partner. Above all, keep communication open.

PART TWO

TRAINING FOR TRADE: INSTRUCTIONAL AND MARKETING RESOURCES

93/94

CHAPTER FIVE
Promoting Programs

Successful international trade programs are both carefully designed and properly marketed. In an introductory essay to this chapter, Joyce S. Tsunoda discusses the link between ongoing employee development and maintaining productivity within the increasingly competitive global market. The chapter provides examples of well-designed programs supported by effective promotional materials. An analysis of these promotional brochures reveals information that other colleges can use to guide their own program development.

The first group of brochures is for half- or full-day seminars on specific international trade topics. These brochures provide information on the topics of interest to local communities and the types of guest speakers who can be incorporated into programs. The brochures also illustrate the frequent use of cosponsorship with local organizations. It is helpful to note how colleges market their ongoing services and future programs in their promotional brochures.

The second group of brochures in this chapter provides examples of colleges that offer multiple workshops on a variety of topics during a single semester or summer period. The colleges represented here have built upon their basic offerings in order to meet the information and training needs of additional market segments.

HUMAN RESOURCE DEVELOPMENT: GLOBAL IMPERATIVES FOR COMMUNITY COLLEGES

By Joyce S. Tsunoda

The AACJC Commission on the Future of Community Colleges set the stage for our future when it proclaimed that community colleges have "an urgent obligation" to inform students about other people and cultures and to build partnerships within the local, national, and global communities. The commission, of which I was proud to be a member, defined our global responsibilities as part of the American higher education establishment. Its pronouncement provided the philosophical foundation for a commitment that will become a central focus for community colleges in the decade ahead.

To fulfill our responsibility as the premier training and teaching institutions in America, our community colleges need to provide leadership in developing international education programs that go beyond the traditional modes of study abroad programs, establishing international offices, and offering a scattering of area-specific courses such as Asian studies.

Our role needs to be more directly tied to our basic mission, rooted in an egalitarian philosophy to extend higher education opportunities and training at the grassroots within our communities and to support economic development and the preservation and improvement of the quality of life within our local communities, state, and nation, as well as our global communities.

Despite cataclysmic social, economic, and political changes in our global community, there are still some among us who say community colleges have no business getting involved in international education because our basic mission is to serve the local community and its people.

It is precisely because we serve the local community and its people that it is imperative that we incorporate the development of global capacities, skills, and outlooks of our grassroots citizenry. International education is no longer a luxury, but a basic necessity we must provide in our two-year, open-door institutions to prepare our students for the future.

"Keep America Working" has been our motto nationally. We must extend this spirit and involvement into the international arena. We also need to extend into the global scene our commitment to the concept of human resource development; to the egalitarian access to learning and growing; and to the fundamental belief that learning is a life-long process and that meaningful learning occurs in informal, nondegree, and noncredit systems as well as in the formal, highly structural degree systems.

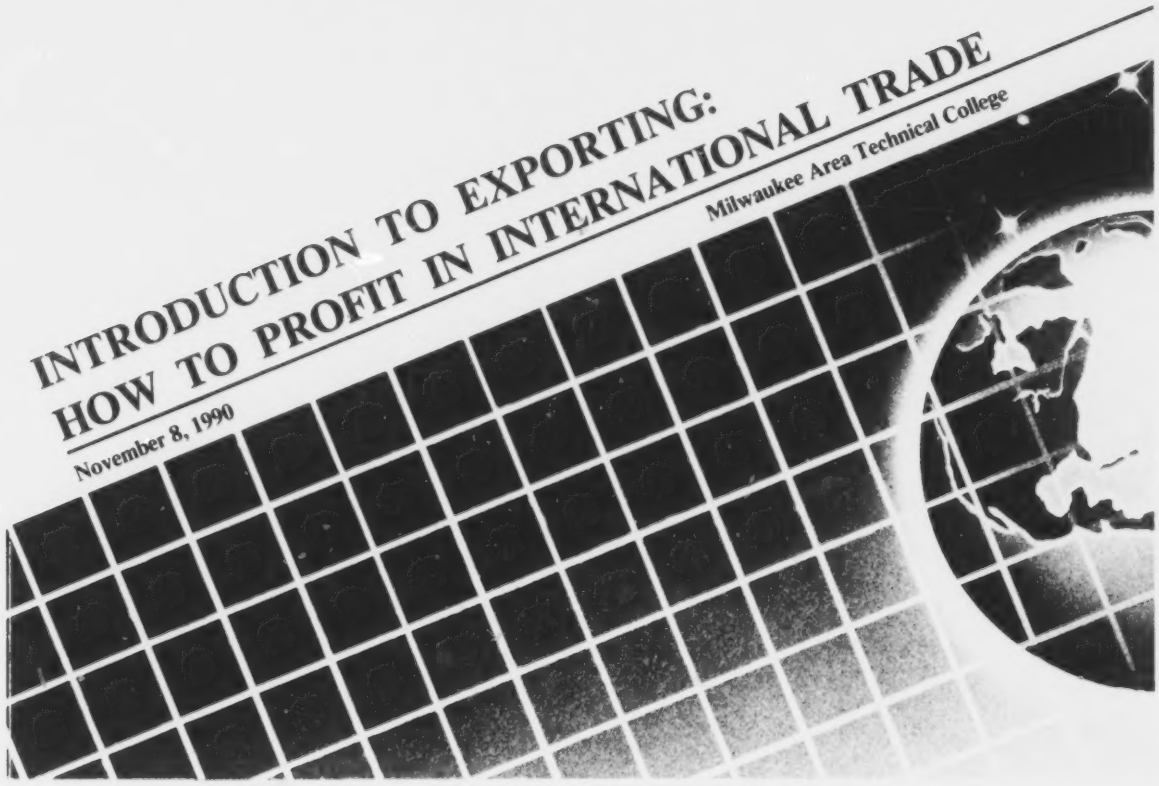
In fact, it is in this area of noncredit, short-term education and training that American community colleges have a great deal to offer the world—locally and internationally.

Employee productivity is a major concern for employers here and in other countries, developed as well as developing. In order to stay in business in an increasingly competitive global market, companies large and small must have access to a highly skilled technical work force with a sound foundation of knowledge and attitudes that are transferable from one job to another.

I am a strong advocate of the twin concepts that the best technical education includes a strong liberal arts education that broadens the individual's mind and, conversely, that a good liberal arts education is one with a strong focus on practical, real-life education.

As the Commission on the Future of Community Colleges stated, for America's community colleges, "parochialism is not an option."

Joyce S. Tsunoda is chancellor for Community Colleges, University of Hawaii, Honolulu, Hawaii.



Introduction to Exporting:
How to Profit in International Trade

In today's expanding global economy, your company's growth potential or even its survival could depend on your ability to reach new markets beyond our borders. But how do you identify the right market—the one you can develop to increase your sales and profit? How do you adapt your domestic marketing plan to foreign markets and cultures? How do you ship your product and get paid? What about government regulations and red tape?

You can overcome your uncertainty about international trade and find the answers to your questions in this half-day workshop especially targeted for the new-to-export firm. You will learn how to begin to develop and then implement your export marketing plan. You will learn what resources are available to assist you and how to take advantage of them.

This workshop is co-sponsored by the **US Department of Commerce — International Trade Administration, Wisconsin World Trade Center, Wisconsin District Export Council, The Milwaukee Metropolitan Association of Commerce, The Milwaukee World Trade Association, The Milwaukee Enterprise Center,** and **Milwaukee Area Technical College.**

No matter what product you make or what service you offer, this workshop provides an opportunity you won't want to miss. Take your first step toward profiting in international trade—register now, and then spend a half-day learning the basics.

Program 7:45 a.m. to 12:15 p.m.

7:45 **Registration**

8:15 **Welcome and Introduction**
Lourdene Huhra, Program Supervisor, International Education, Milwaukee Area Technical College
Paul Churchill, International Trade Specialist, US Department of Commerce—International Trade Administration

8:30 **Are There Opportunities for You in Foreign Markets?**
R. Lee Vest
Wisconsin Export Services, Inc.

9:00 **How to Find and Sell to Foreign Markets**
Paul Churchill, International Trade Specialist, US Department of Commerce
- Assessing export potential
- Sources of assistance
- International market research
- Methods of exporting
- Channels of distribution

9:30 **How to Take Advantage of State of Wisconsin Programs and Servicing**
James L. Arndt, International Consultant, Wisconsin Department of Development

9:50 **What's Available Through the Wisconsin World Trade Center?**
John M. DeVane III, Executive Director, Wisconsin World Trade Center

10:10 Coffee Break

10:30 **How to Handle Your Export Sales**
Del Brahm,
Brahm and Krenz International Ltd.

11:00 **How to Use an Export Management Company**
Andrew Ruman, Executive Vice-President,
Gruen International, Inc.

11:30 **Financing the Sale: How to Get Paid**
Sandra Vitrano, Vice-President,
First Bank International
- Major considerations in financing
- Types of financing

12:00 **How to Tap Into Local International Trade Resources**
Lourdene Huhra,
Milwaukee Area Technical College

Registration Information

When: Thursday, November 8, 1990

Time: 7:45 a.m. to 12:15 p.m.

Where: MATC South Campus, Lecture Hall A
6665 South Howell Avenue, Oak Creek

Cost: $10

Coming in February, 1991
Short-term "hands-on" practical courses developed to meet the needs of business practitioners.
- Fundamentals of Exporting
- Fundamentals of Importing

For more information about the seminar, call Lourdene Huhra at 278-6747.

Registration Form

Yes! I'd like to consider opportunities within the global marketplace. Please enroll me in **Introduction to Exporting** on November 8, 1990. I am enclosing a check for $10 payable to MATC.

Name _____

Firm _____

Address _____

City/State/Zip _____

Phone _____

Mail this form to:
Milwaukee Area Technical College
Lourdene Huhra
700 West State Street
Milwaukee, Wisconsin 53233-1443

matc

Milwaukee Area Technical College
700 West State Street
Milwaukee, Wisconsin 53233-1443

Attend this half-day seminar and take your first step toward profiting in international trade.

Conference Sponsors:
Business and Professional Institute, College of DuPage
U.S. Department of Commerce, International Trade Administration, Chicago District Office

Co-sponsors:
Alberta Ministry of Economic Development and Trade
Chicago Association of Commerce and Industry
Consulate General of Canada
Government of Ontario, Canada, Chicago Office
Illinois Department of Commerce and Community Affairs
Illinois District Export Council
Illinois Research and Development Corridor Council
Illinois World Trade Center Association
Institute for International Marketing, Illinois Benedictine College
International Business Development Program, University of Illinois at Chicago
International Trade Center, College of DuPage
International Trade Club of Chicago
Office of Lieutenant Governor George Ryan
Quebec Government Office, Chicago
U.S. Small Business Administration

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John V. Carr & Son, Inc.
Clarkson Gordon (a member of Ernst & Young)
Global Assistance, Ltd.
Livingston Consulting Group
McDonald's Corporation
MMS International
Oswego Software
Robinson, Inc.

The sponsors wish to extend special thanks to these supporting corporations for providing either speakers and/or information for the conference handbook, and to McDonald's Corporation for donating the use of the meeting facility.

Publications:
Thanks to *Northeast International Business, Export Today, The Exporter, Business First,* and *Rochester Business Journal* for providing copies of their U.S.-Canada Trade issues to the conference participants.

This conference was coordinated in cooperation with Robert Schwartz & Associates.

College of DuPage

bpi

Exploring the New North American Market

Friday, November 17, 1989
8:15 a.m. to 6 p.m.
McDonald's Hamburger University
Ronald Lane, Oak Brook, Illinois

bpi

College of DuPage

PROGRAM

7:30 to 8:15 a.m. **Registration**
Foyer, Second Floor

8:15 to 8:30 a.m. **Welcome and Opening Remarks**
Auditorium, Room 224
Nancy Lloyd Pfahl, Director, International Trade Center
College of DuPage Business and Professional Institute

8:30 to 9 a.m. **Importance of the Free Trade Agreement to the United States and Canada**
Honorable Paul Robinson, President, Robinson Inc.,
and U.S. Ambassador to Canada, 1981 to 1985

9 to 9:30 a.m. **The Free Trade Agreement Within the Context of the World Economy: An Overview**
Marc Chandler, Political Economist/Currency Analyst
MMS International

9:30 to 10:15 a.m. **Marketing in Canada Under the Free Trade Agreement**
Kathleen Keim, International Economist,
Office of Canada, International Trade Administration
U.S. Department of Commerce

Susan Stiehl, Assistant Manager, International Business Division,
State of Illinois, Department of Commerce and Community Affairs

10:15 to 10:30 a.m. **Morning Break**

10:30 to 11 a.m. **Adapting Marketing and Promotional Strategies for Canadian Customers**
Keith McKerracher, President, Institute of Canadian Advertising,
Toronto, Ontario

11 to 11:30 a.m. **Legal Aspects of Doing Business in Canada: Customs Law and Rules of Origin**
Thomas M. Keating, Partner, Riggle, Keating & Craven

11:30 a.m. to noon **Customs Documentation and Transportation of Goods: Practical Aspects of Exporting and Importing Under the Free Trade Agreement**
Judith Rodriguez, President, Global Assistance Ltd.

Noon to 1:30 p.m. **Lunch**
The Lodge, Ballroom A

Remarks: The Illinois-Canada Trade Partnership
Honorable George H. Ryan, Lieutenant Governor of Illinois

1:30 to 3 p.m. **Panel: Provincial Trade and Investment Opportunities**
Al Shields, Director, Investment Promotion, U.S.A.,
Alberta Ministry of Economic Development and Trade,
Edmonton, Alberta

Catherine Dickson, Midwestern Representative, U.S.A.
Ontario Government Office, Chicago

Pierre Dionne, Charge d'Affaires, Quebec Government Office,
Chicago

3 to 3:15 p.m. **Afternoon Break**

3:15 to 4:45 p.m. **Panel: Industry Case Studies**

Computers and Services–Edith McDonald, President, Oswego Software

Energy–George Wilcox, Vice President of International Sales,
Amoco Oil Company

Manufactured Products–Tom Finucane, Director of International Sales and Marketing, Baxter Custom Sterile

4:45 to 5:15 p.m. **Roundtable Question/Discussion Summary**
All speakers will answer questions remaining from previous presentations and will respond to statements made by other presenters

5:15 to 6 p.m. **Reception**
The Lodge, Foyer

Eastern Europe and the Soviet Union: The World's Newest Markets

The rapidly changing economic climate in Eastern Europe and the Soviet Union presents significant opportunities for business. In order to maximize these opportunities, you need up-to-date and accurate information about the unprecedented changes taking place. This videoconference, live from the Center for Franco-American Management Studies (CEFAM) in Lyon, France, will provide just that. English-speaking political figures and trade experts from private industry and government will share their insights into current business conditions in Eastern Europe and the Soviet Union. You, along with other participants at various international sites, will be able to call in your questions to the presenters. Following the videoconference, a panel of local businesspersons will react to the program from the framework of their experiences in Eastern Europe and the Soviet Union.

Who Should Attend?

This program will benefit any businessperson interested in learning more about recent political and economic developments in Eastern Europe and the Soviet Union. In particular, individuals who want more information about assessing risk and opportunity in these markets, targeting potential partners, and organizing successful trade ventures should attend.

matc
Milwaukee Area Technical College
700 West State Street
Milwaukee, Wisconsin 53233

First Time in Wisconsin

Eastern Europe and the Soviet Union: The World's Newest Markets

A Satellite Presentation Live From Europe Followed by a Panel Discussion Featuring Local Experts

October 26, 1990

Milwaukee Area Technical College

Videoconference Program and Presenters

Introduction

Robert Crane, Dean, Center for Franco-American Management Studies (CEFAM), Lyon, France

Political, Economic, and Business Developments in Eastern Europe

Janez Stanovnik, Former President of Slovenia

Results of Recent Reforms: The Opportunities for Western Companies

Zivko Pregl, Vice-President of Yugoslavia

Marta Fenyo, Hungarian Entrepreneur and Scientific Advisor to Bioptron AG (Switzerland)

Lars Eric Jansson, President, Tetrapak Company, Eastern Europe

Question and Answer Session One

Filling the Management Gap in Eastern Europe

Danica Purg, Director, Executive Development Center, Yugoslavia

Question and Answer Session Two

Panel of Milwaukee Businesspersons

Vlad Hermann — Manager, Global Market Development — Industrial Systems and Components Group, Allen-Bradley Co. Mr. Hermann was born and raised in Czechoslovakia and speaks Czech, Russian, German, and Polish. He previously held the position of Senior Marketing Coordinator for Eastern Europe and the USSR at Allen-Bradley Technical Services GmbH in Brussels.

Larry Horbinski — President, American Business Group, Inc. Mr. Horbinski, an attorney, directs the operation of the legal, investment, and international trade departments of the company. He has traveled to Poland several times, and has been instrumental in establishing high-level business and governmental contacts.

Win Reinemann — Vice President, International Battery Division, Johnson Controls. Mr. Reinemann's extensive business experience in Eastern Europe began prior to the recent lifting of trade barriers. He has traveled extensively within Eastern Europe.

Moderator:
John M. DeVane III, Executive Director, Wisconsin World Trade Center

Program Schedule

9:45 a.m. — Registration

10:00 a.m.-12:00 noon — Program Transmission

12:00 noon-1:15 p.m. — Local Panel Discussion (box lunches and beverages provided)

Sponsored by:

WISCONSIN WORLD TRADE CENTER

matc
Milwaukee Area Technical College

Registration Information

When: Friday, October 26, 1990

Where: MATC Videoconference Center
700 West State Street
Milwaukee, Wisconsin
Parking available at MacArthur Square, Seventh Street south of State Street

Cost: $20 (includes lunch and beverages)

Questions?

Call Lourdene Huhra at 414-278-6747 or Fran Meyers at 414-274-3846

Registration Form

Please enter my registration for **Eastern Europe and the Soviet Union: The World's Newest Markets.**

☐ I am enclosing check for $20 payable to MATC.
☐ Please bill my company.
Attn. _____
Signature _____

Name _____

Organization _____

Address _____

City/State/Zip _____

Daytime telephone _____

Mail to:
Lourdene Huhra
Milwaukee Area Technical College
700 West State Street
Milwaukee, Wisconsin 53233

This form may be duplicated for additional participant registrations.

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Hawaii in the Pacific Era

Hawaii Business Conference
May 11, 1989
Hyatt Regency Waikiki
Honolulu, Hawaii

Hawaii in the Pacific Era
Hawaii Business Conference

BULK RATE
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Permit No. 551
Honolulu, Hawaii

c/o Honolulu Japanese Chamber of Commerce
2454 South Beretania Street
Honolulu, Hawaii 96826

CONFERENCE OBJECTIVES

The Hawaii Business Conference is designed to stimulate interests from the Hawaii business community toward business opportunities in establishing trade relations and joint ventures with Japan markets. It also will serve to determine the specific areas of interest Hawaii businesses have in establishing business relationships with Japan markets and to discuss business and economic opportunities of mutual interests.

CONFERENCE OVERVIEW

The Hawaii Business Conference will focus on the practical aspects of how to be successful in Japanese markets in Japan and in Hawaii, to include joint ventures and finding a joint venture partner. It will also provide Hawaii businessmen with an appreciation of the various cross cultural aspects of doing business with the Japanese, including current Japan business management philosophies, differences in Japan and U.S. business systems, and Japanese business management strategies.

FORMAT

Our panels of speakers will present first-hand knowledge on their respective areas of expertise. There will be ample opportunity for questions and answers.

WHO SHOULD ATTEND

The Hawaii Business Conference will provide valuable insight, understanding and guidance for businesses and individuals that:

- Have direct and immediate plans for market expansion in Japan.
- Are seeking Japanese capital sources, partnerships, or joint ventures.
- Are exploring the possibility for expanding their markets in exporting to, or importing from Japan, and.
- Want to learn more about Japan business practices, management philosophies, and techniques for successful intercultural communication.

GENERAL INFORMATION

Date: May 11, 1989

Location: Hyatt Regency Waikiki
Honolulu, Hawaii
Ekahi Ballroom

Conference Cost: $45.00 per person
Includes conference materials and lunch

Application: Please fill in the attached registration form and send it to:

Honolulu Japanese Chamber of Commerce
2454 South Beretania Street
Honolulu, Hawaii 96826

For more information, call the Honolulu Japanese Chamber of Commerce, 949-5531

Sponsored by the

Honolulu Japanese Chamber of Commerce

In Cooperation with:

Chamber of Commerce of Hawaii
Department of Business & Economic Development
Economic Development Corporation of Honolulu
Hawaii Island Economic Development Board
Kauai Economic Development Board
Maui Economic Development Board

Mahalo!

Special acknowledgement to Kapiolani Community College Office of Community Services for supporting this conference through the use of its Title VI B funding program.

PROGRAM

7:30 a.m.	Registration	
8:30	Welcome	**Dan Takehara**, President Honolulu Japanese Chamber of Commerce
	Introductory Remarks	**Walter Tagawa**, President GACI
	PANEL I: DOING BUSINESS WITH THE JAPANESE	
8:45	*Moderator*	**Hideto Kono**, President Japan-America Institute of Management Science (JAIMS)
	PANEL IA: JAPANESE BUSINESS MANAGEMENT & PHILOSOPHIES	
	History, Cultural Differences, Economics, Social Structure and Business Etiquette	**Dr. Larry Cross**, Vice President of Academic Affairs, JAIMS **Hiroshi Yamamura**, Vice President, JAIMS
9:45	Break	
10:00	PANEL IB: MANAGEMENT STRATEGIES IN JAPANESE BUSINESSES	
	Business Methods—Marketing, Distribution and Legal Philosophy	**Robert Garrity**, Professor of Japanese Business Policy, JAIMS
	Labor Relations	**Albert Fraga**, President Hawaii Employers Council
10:45	PANEL IC: JOINT VENTURES	
	Practical Aspects of Forming a Joint Venture Partner & Finding the Right Joint Venture Partner	**Dennis Oshiro**, CMC, President International Business Resources, Inc.
	Practical Aspects of Operating A Joint Venture in Hawaii	**R. Brian Tsujimura**, Development Consultant
11:45	*Lunch*	
	Keynote Address*: *Japan as an Export Market for Your Product	**Dr. Toshiaki Taga** Director, Wharton Japan Program Wharton School University of Pennsylvania
	PANEL II: HOW TO BE SUCCESSFUL IN JAPANESE MARKETS	
1:00 p.m.	*Moderator*	**Ronald Ushijima**, Executive Vice President Honolulu Japanese Chamber of Commerce
	PANEL IIA: ... IN JAPAN	
	Exporting, Licensing, Support Systems	**Nobuo Kimura**, Chief Executive Director Japan External Trade Organization (JETRO) Los Angeles
	Federal Export Promotion Assistance	**George Dolan**, Director U.S. Department of Commerce
	State Programs to Assist Exporters	**Roger Ulveling**, Director Department of Business & Economic Development (DBED)
	Case Study: Experience in Accessing Japan Markets	**Dennis Teranishi**, President Ambic Agribusiness, Inc.
2:30	Break	
2:45	PANEL IIB: ... IN HAWAII	
	What You Should Know About Importing to Hawaii	**Patrick Corrigan**, President Corrigan Consultants
	The Japan Market in Hawaii	**John Reed**, President Hawaii Division, Duty Free Shoppers Limited Partnership
	Marketing to Local Japanese	**Jerry Murphy**, Vice President SMS Research & Marketing Services, Inc.
4:45	**WRAP UP**	**Walter Tagawa**, President GACI
5:00	End of Conference	

APPLICATION

HAWAII IN THE PACIFIC ERA

Hawaii Business Conference

I plan to attend the HAWAII BUSINESS CONFERENCE, May 11, 1989 at the Hyatt Regency Waikiki, Honolulu, Hawaii.

Name: _____

Title: _____

Company/Organization: _____

Address: _____

Zip: _____

Phone: _____

Type of Business/Industry you are in: _____

Name: _____

Title: _____

Company/Organization: _____

Address: _____

Zip: _____

Phone: _____

Type of Business/Industry you are in: _____

APPLICATION DEADLINE IS MAY 3, 1989

Make checks payable to:
Honolulu Japanese Chamber of Commerce
2454 South Beretania Street
Honolulu, Hawaii 96826
949-5531

NO REFUNDS FOR CANCELLATIONS AFTER MAY 8, 1989

BEST COPY AVAILABLE

The International Trade Resource Center (ITRC) is a part of the Center for Economic Development, College of Lake County. The ITRC is a resource center for area business and industry contemplating the world of exporting in the international marketplace. Resources available include numerous journals and reference manuals; individual country materials; and on-line databases responsive to technical data providing trade leads matched to a company's product or service.

The College of Lake County is a member of:

- World Trade Council of Northern Illinois
- International Trade Association of Greater Chicago
- American Association of Exporters and Importers

Our Presenters:

- Shinichi Saito, Executive Director Japan External Trade Organization (JETRO)
- Harvey Shoemack, President The International Marketing Center, Ltd.
- Jerrold E. Fink, Attorney, Masuda, Funai, Eifert & Mitchell, Ltd.
- Barry R. Wolff, Director of Operations Asia, Australia, and Latin America Bio-logic Systems Corporation
- Samuel A. Martin, Int'l Sales Manager Tommy Armour Golf
- Bob Matthews, Marketing Manager Flo-Tech, Inc.

Upcoming Seminars

Export Documentation, Shipping and Insurance - October 10

Expanding Your Overseas Markets - November 9

Ups and Downs of Foreign Exchange - December 6

- ALSO -

Northern Illinois Business Development Conference '89 - November 17

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EXPORT NOW

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19351 West Washington Street
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EXPORT NOW

Second in a series on International Trade Topics...

Doing Business with Japan: Overcoming the Myth

★ For **Beginning** Exporters: How to do it!

★ For **Experienced** Exporters: How to do it better!

Wednesday, October 4, 1989

Sponsored By:
U.S. Department of Commerce
Illinois District Export Council
International Trade Resource Center
Center for Economic Development
College of Lake County

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The Center for Economic Development, College of Lake County
International Trade Resource Center presents...

Doing Business with Japan: Overcoming the Myth

A presentation in conjunction with the U.S. Department of Commerce and the Illinois District Export Council to explore and dispel the myths surrounding export trade to Japan.

Wednesday, October 4, 1989
8:30 a.m. - 4:00 p.m.
in the Conference Training Center at the
College of Lake County, Room: C-003

Agenda

8:30-9:00	REGISTRATION - Coffee and Rolls
9:00-9:15	WELCOMING REMARKS • Russell Hamm, Community Education and Contract Services College of Lake County • Dr. Daniel LaVista, President, College of Lake County
9:15-10:00	"WHERE IS JAPAN IN THE WORLD MARKET" • Shinichi Saito, Executive Director Japan External Trade Organization (JETRO)
10:00-10:15	Question & Answer
10:15-10:30	Break
10:30-11:15	"HOW TO UNDERSTAND AND DO BUSINESS WITH THE JAPANESE" • Harvey Shoemack, President, The International Marketing Center, Ltd.
11:15-11:30	Question & Answer
11:30-1:00	Luncheon
1:00-1:45	"PROTECTING INTELLECTUAL PROPERTY RIGHTS & AGENT/DISTRIBUTOR AGREEMENTS IN JAPAN" • Jerrold E. Fink, Attorney, Masuda, Funai, Eifert & Mitchell, Ltd.
1:45-2:00	Question & Answer
2:00-4:00	"COMPANY SUCCESS STORIES" • Barry R. Wolff, Director of Operations Asia, Australia, and Latin America Bio-logic Systems Corporation • Samuel A. Martin, Int'l Sales Manager, Tommy Armour Golf • Bob Matthews, Marketing Manager, Flo-Tech, Inc.

Registration Form

Send form and check payable to:
Center for Economic Development
College of Lake County
19351 West Washington Street
Grayslake, Illinois 60030-1198

Call (312) 223-3615 for more information.

Name

Social Security Number

Company Name and Phone

Address

City/State/ZIP

Home Phone

Check Method of Payment:

❑ Check is Enclosed

❑ Charge to my: ❑ VISA ❑ MasterCard
❑ Discover

Account Number Expiration Date

Your Signature

I am a Manufacturer ❑ Business ❑

My company's product is: _____
I presently export: YES ❑ NO ❑

FAX your registration: 223-9371
FEE: $95 (includes lunch and breaks)

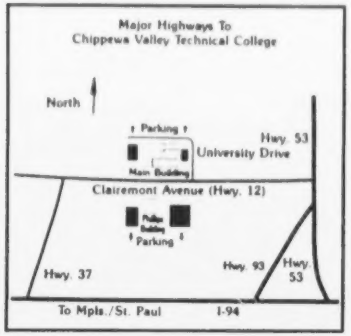
Center for Economic Development Refund Policy: refunds are based upon date of cancellations. Substitutions are encouraged. Please call 223-3615 for information.

Registration Requested by September 27, 1989

Export Now! CON 101-018 (8903) Doing Business With Japan
Account #2200-498-417-000-000

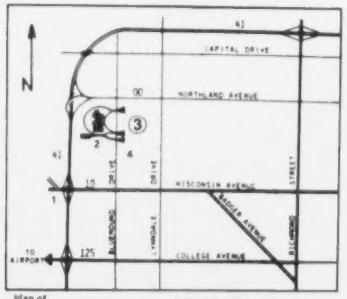
NOTE: Treasury regulation 1.162-5 may permit an income tax deduction of educational expense undertaken to maintain or improve employment skills.

How To Find
Chippewa Valley Technical College



How To Find
Waukesha County Technical College

How To Find
Fox Valley Technical College



Map of
Northwest Appleton

1. Fox River Mall
2. Fox Valley Technical College
3. D. J. Bordini Center (TRI Park)*
4. Valley Systems (Two story building)

WAUKESHA COUNTY TECHNICAL COLLEGE
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International Trade Technical Center
Barbara Moebius

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Do You Want To Do Business In Taiwan?

This seminar is for:

- Manufacturers / Service Providers
- International Attorneys
- International Accountants
- Chambers of Commerce
- International Realtors

Registration:
Please register for this seminar by calling the site or mailing this form with $20 to the location you plan to attend.

Name _____

Company Name _____

Address _____

_____

Phone _____

Please check one:

☐ **September 13, 1989**
Diane Pawelski
Chippewa Valley Technical College
620 W. Clairemont Ave.
Eau Claire, WI 54701-1098
(715) 833-6353

☐ **September 14, 1989**
Lori Lembcke
Fox Valley Technical College
P.O. Box 2277
Appleton, WI 54913
(414) 735-2455

☐ **September 15, 1989**
Barbara Moebius
International Trade Technical Center
Waukesha County Technical College
800 Main Street
Pewaukee, WI 53072
(414) 691-5551

Deadline September 6, 1989

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Do You Want To Do Business In Taiwan?

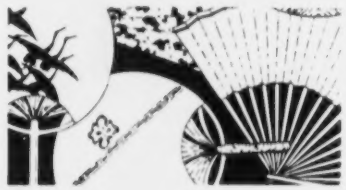
A distinguished group of leaders from Taiwan and the U.S. will assess the current business environment and the opportunities for expanded trade with the Republic of China.

Wednesday, September 13, 1989
Chippewa Valley Technical College
Eau Claire

Thursday, September 14, 1989
D.J. Bordini Center
Fox Valley Technical College
Appleton

Friday, September 15, 1989
Waukesha County Technical College
Pewaukee

11:30 a.m. - 4:30 p.m.
Cost $20.00 (includes lunch)



Program Format

11:30 - 11:45 a.m.
Welcome Wei-Jen Hu, Director General of the Coordination Council For North American Affairs, Chicago

11:45 - 1:00 p.m.
Luncheon with local company's success story of Wisconsin business venture in Taiwan

1:15 - 2:00 p.m.
General Session: Trade Opportunities between Taiwan and the U.S.
Leo F. Tseng, Director-Commercial Division, Coordination Council for North American Affairs, Taiwan

2:15 - 3:00 p.m.
Break Out Sessions

A. Reaching Your Customer: Advertising, Literature, Business Cards and Communication
J.S. Pan, Director
Far East Trade Service, Inc.
Taiwan Government Trade Agency

B. Rules and Regulations for Joint Ventures and Direct Investment in Taiwan
Chang Jinn Shen, Assistant, Commercial Division, Coordination Council for North American Affairs, Taiwan

C. Protecting Your Legal Interests in Taiwan: Licensing, Representation Agreements, Patents and Copyrights
Terry Bruesewitz, Attorney
Michael Best & Friedrich Attorneys-at-Law, Milwaukee

D. Marketing Services of the U.S. Department of Commerce and the Wisconsin Department of Development
Paul Churchill / Thomas Knapp, International Trade Specialists, U.S. Department of Commerce, Milwaukee
James Arndt, International Business Consultant Wisconsin Department of Development

E. Business and Cultural Protocol for the Republic of China
Jean Hsiao-Olscheske, International Trade Specialist, Wisconsin Department of Agriculture, Madison
Barbara Moebius, Director, International Trade Programs, Waukesha County Technical College, Pewaukee

3:15 - 4:00 p.m.
Repeat of Break Out Sessions

4:15 - 4:30 p.m.
Closing Comments
Local Government Executive

Co-Sponsors
Chippewa Valley Technical College, Eau Claire
Coordination Council for North American Affairs, Chicago
Fox Valley Technical College, Appleton
Moraine Park Technical College, Fond du Lac
Waukesha County Technical College, Pewaukee
Wisconsin Department of Agriculture, Trade & Consumer Protection, Madison
Wisconsin Department of Development, Madison/Milwaukee
U.S. Department of Commerce, Milwaukee

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Kapiolani Community College
Office of Community Services
4303 Diamond Head Road
Honolulu, Hawaii 96816

Address Correction Requested

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Honolulu, Hawaii

PROGRAM DESCRIPTION

This is the time of great opportunity for new business ventures and investments in Micronesia. If you are an entrepreneur looking for a place to market your goods or service, or if you are an experienced businessperson wanting to know more about Micronesian opportunities, **ISLANDS ON THE MOVE** is for you.

Seminar topics include:

- ☆ Why and how to do business in Micronesia
- ☆ Investment, joint venture, sales and service opportunities
- ☆ Making the most of business and investment trips to Micronesia
- ☆ Cultural sensitivity issues
- ☆ Current business infrastructure and services available
- ☆ Success stories

Hear Mr. **Oscar de Brum**, Chief Secretary, Office of the Chief Secretary, Republic of the Marshall Islands, and Mr. **Marcelino Actuoka**, Secretary, Department of Resources and Development, FSM National Government, tell you what you need to know about doing business in Micronesia. They will provide you with value-added confidence in your business ventures and possibilities for profit.

Finally, enjoy the special opportunity to discuss your individual business concerns with representatives of Micronesia during in-depth roundtable sessions.

ISLANDS ON THE MOVE

presented by

KAPIOLANI COMMUNITY COLLEGE
Office of Community Services

and the

UNIVERSITY OF HAWAII
Pacific Business Center Program

A One Day Seminar Presenting Comprehensive Information On Cultural, Legal, Financial and General Business Practices in Micronesia

Wednesday
August 23, 1989
Ilikai Hotel

ISLANDS ON THE MOVE PROGRAM

7:30 a.m. - 8:00 a.m.	Registration Coffee and Rolls
8:00 a.m. - 8:30 a.m.	Welcome Address and Slide Presentation, "Islands on the Move" Dr. Papalitele Failautusi Avegalio Professor, Management and Industrial Relations University of Hawaii at Manoa
8:30 a.m. - 9:00 a.m.	"Hawaii-Micronesia Relations" Marcelino Actuoka Secretary, Department of Resources and Development FSM National Government
9:00 a.m. - 10:15 a.m.	Panel I: "Business Infrastructure and Available Services" Jim Moikeha, Pacific Business Center, Moderator Ron Wright, Director Sales and Marketing, Hawaii Continental Airlines, Inc Kent Bowman, President TheoDavis Marine Agencies, Inc Fred Shanaman, VP, Pacific Islands Administration Bank of Hawaii C. Don Rivers, Group VP Senior Manager Marine Division, SERVCO Pacific, Inc
10:15 a.m. - 10:30 a.m.	BREAK
10:30 a.m. - 11:00 a.m.	"Cultural Sensitivity" Dr. Papalitele Failautusi Avegalio Professor, Management and Industrial Relations University of Hawaii at Manoa
11:00 a.m. - 12:00 p.m.	Panel II: "Doing Business in the Pacific: The Perspective of Experience" Angela Williams, Pacific Business Center, Moderator Carol McCord, President SETS, Inc Roy Chikamoto, Senior Associate Dandar Manuia & Castroverde Martin Pray, Senior Manager Tourism and Marketing Consulting Peat Marwick Main & Co, CPA
12:00 p.m. - 1:30 p.m.	LUNCH Luncheon Speaker: Oscar de Brum Chief Secretary Office of the Chief Secretary Republic of the Marshall Islands
1:30 p.m. - 2:30 p.m.	Roundtable Discussions, Breakout Rooms The Territory of American Samoa The Territory of Guam Commonwealth of the Northern Mariana Islands The Federated States of Micronesia Kosrae Pohnpei Truk Yap The Republic of the Marshall Islands The Republic of Palau

REGISTRATION INFORMATION

Name _____

Address _____ Zip _____

Social Security # _____ Firm/Company _____

Phone (B) _____ (H) _____

Yes, please register me in the ***ISLANDS ON THE MOVE*** seminar which is scheduled for Wednesday, August 23 at the Ilikai Hotel.

I am enclosing ***$35.00*** to cover seminar materials, refreshments and lunch.

LS01IS100A Total enclosed _____

Visa/Mastercard _____
(account number)

_____ _____
(expiration date) (authorization signature)

Enrollment is limited and accepted on a first-come, first-served basis. Individuals may assume that they are enrolled in the seminar unless otherwise notified. No written confirmation of enrollment will be given.
Refunds/Cancellations: Refunds are permitted if the request is made on or before the last working day prior to the date of the seminar. No refunds will be given thereafter. KCC reserves the right to cancel the seminar if registration does not justify its continuance.

For more information call:
KAPIOLANI COMMUNITY COLLEGE
Office of Community Services
phone: 734-9211

Please make your check payable to:
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Office of Community Services
4303 Diamond Head Road
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About The Sponsors . . .

WOMEN IN WORLD TRADE (WWT), an international trade organization of Southern California professional men and women, provides a continuing forum for the exchange of information and ideas. It was founded in August 1985 by a group of professional women engaged in international business.

The purposes of WWT are to provide:

- Programs that address international trade issues.
- Opportunities to participate in the international trade arena.
- Development of international business skills.
- Networking opportunities with other international trade professionals.

Individual, corporate, and full-time student memberships are available. For membership information call or write:

WOMEN IN WORLD TRADE
3972 Barranca Parkway, Suite J-200
Irvine, CA 92714
(714) 852-6025

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Coastline Community College operates centers in Newport Beach, Costa Mesa, Huntington Beach, and Westminster, in addition to offering programs at more than 80 community sites.

Coastline and the World Trade Center Association of Orange County have jointly founded the World Trade Center Institute (WTCI), based at the College's Newport Beach Center. The purpose of the WTCI is to offer international business career training both for entry level and advancement, and also to address, through training and referral services, issues facing local businesses competing in the international marketplace. A variety of short-and long-term courses are offered, as well as seminars and conferences. For additional information, call the WTCI at (714) 759-1525.

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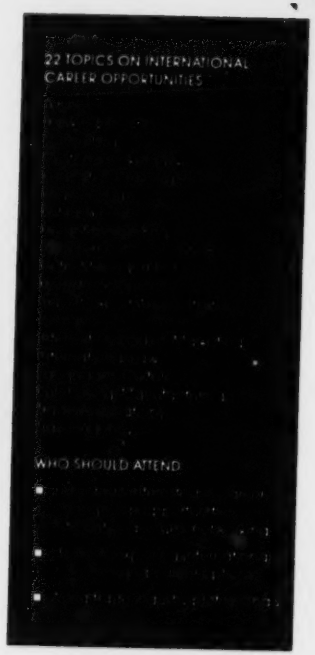

CS 3587

1989 INTERNATIONAL CAREER OPPORTUNITIES CONFERENCE

Presented by
WOMEN IN WORLD TRADE
and
COASTLINE COMMUNITY COLLEGE

Saturday, November 11
7:30 a.m.-4:45 p.m.

Pan Pacific Hotel And Resort
1717 S. West Street, Anaheim
(next to the Disneyland Hotel)

COASTLINE COMMUNITY COLLEGE

Women In World Trade

24 session panelists will cover the career options, skills needed, and educational requirements for their areas of expertise.

JOB BANK ■ 9 AM-NOON ■ 15-MINUTE INFORMATIONAL INTERVIEWS WITH CORPORATE REPRESENTATIVES

MORNING SESSIONS (Select 2 panels)

PANEL A ■ 9:15-10:30 AM & 10:45 AM-NOON

IMPORT ADMINISTRATION	**Jane Beeda,** *Import Manager* Toyota Motors Sales, U.S.A., Inc.
EXPORT ADMINISTRATION	**Marilyn Lowry,** *Director of Export Administration* McDonnell Douglas ISG
TRADE ASSOCIATIONS	**Susan Lentz,** *Executive Director* O.C. World Trade Center Association

PANEL B ■ 9:15-10:30 AM & 10:45 AM-NOON

INTERNATIONAL ENGINEERING	**Charles P. Pringle,** *Vice President, International Marketing* Fluor Daniel, Inc.
INTERNATIONAL SALES	**Jean Michel Adrien,** *Director International Sales* Kwikset, Price Pfister Div./Black & Decker
INTERNATIONAL MARKETING	**Ralph Rodheim,** *President* Rodheim Marketing Group

PANEL C ■ 9:15-10:30 AM & 10:45 AM-NOON

TRAINING	**Merrylue Charmaine,** *Manager Sales Training* TRW Business Credit Division
LANGUAGES/CULTURE	**Bernice Burcz,** *Ph.D., President* Burcz Gutman Associates
HUMAN RESOURCES	**Leslie Etheridge,** *International Compensation* Fluor Daniel, Inc.

PANEL D ■ 9:15-10:30 AM & 10:45 AM-NOON

ENTREPRENEUR	**Manny Rodriguez,** *President* GDE, Inc.
ENTREPRENEUR	**Anne Relph,** *President* Enterprising Woman, Inc.
ENTREPRENEUR	**Diane Bowen,** *Owner* Bowen & Co.

JOB BANK ■ 2-4:30 PM ■ 15-MINUTE INFORMATIONAL INTERVIEWS WITH CORPORATE REPRESENTATIVES

AFTERNOON SESSIONS (Select 2 panels)

PANEL E ■ 2-3:15 PM & 3:30-4:45 PM

U.S. CUSTOMS	**Nancy M. Broerman,** *Inspection & Control Specialist* U.S. Customs Service
GOVERNMENT	**Joan Anderson,** *Personnel Specialist* U.S. Department of State
INTERNATIONAL LAW	**Susan Kahn Ross,** *Attorney at Law* Customs & International Trade Law

PANEL F ■ 2-3:15 PM & 3:30-4:45 PM

INTERNATIONAL HOTEL MANAGEMENT	**Marlene Marshall,** *Director, Marketing & Sales* Pan Pacific Hotels & Resorts
TRAVEL	**Paul Albrecht,** *President* Globis Gateway Tours
AIRLINES	**Ed Zale,** *Pacific Sales Manager, Southwest Region* United Airlines

PANEL G ■ 2-3:15 PM & 3:30-4:45 PM

PURCHASING	**Gary Mueller,** *Director of Corporate Procurement* MAI Basic Four, Inc.
FORWARDING	**Paula Cornwell,** *Director, Human Resources Development* DHL Worldwide Express
CUSTOMS BROKERAGE	**Richard Cody,** *Director of Professional Services* Fritz Companies, Inc.

PANEL H ■ 2-3:15 PM & 3:30-4:45 PM

BANKING/FINANCE	**Via Marsellos,** *International Trade Finance Officer* Banque Nationale de Paris
INSURANCE	**Robert P. Conge,** *Marketing Manager* Foreign Credit Insurance Association
CONSULTING	**Jack Stranberg,** *Partner in Charge of Consulting Services* Peat Marwick Main & Co.

PROGRAM SCHEDULE

7:30-8:30 AM	CONFERENCE AND JOB BANK REGISTRATION
8:30-9 AM	GENERAL SESSION SPEAKER ■ Ms. Camille Lavington "Global Career Opportunities in International Trade"
9 AM-NOON	JOB BANK (INDIVIDUAL APPOINTMENTS)
9:15-10:30 AM & 10:45 AM-NOON	SESSION A: Imports, Exports, Trade Adm. / SESSION B: Engineering, Sales, Marketing / SESSION C: Training, Languages, Hum. Resources / SESSION D: Entrepreneur, Entrepreneur, Entrepreneur
NOON-12:30 PM	NO-HOST COCKTAIL RECEPTION—EXHIBIT HALL
12:30-2 PM	LUNCHEON SPEAKER ■ Mr. Dirk Eastman "Succeeding in Today's Global Competitive Environment"
2-4:30 PM	JOB BANK (INDIVIDUAL APPOINTMENTS)
2-3:15 PM & 3:30-4:45 PM	SESSION E: U.S. Customs, Government, Intern'l. Law / SESSION F: Hotel Mgmt, Travel, Airlines / SESSION G: Purchasing, Forwarding, Brokerage / SESSION H: Banking, Insurance, Consulting

MORNING ADDRESS:

Camille Lavington, *International Communications and Career Consultant. Ms. Lavington, internationally known advisor and seminar leader on marketing strategies, custom tailors communications programs to market both personal and business strategies. Her award-winning multi-national communication campaigns and top-level corporate experience in marketing and advertising demonstrate her proven ability to speak with authority on global career opportunities in international trade.*

LUNCHEON SPEAKER:

Dirk Eastman, *Senior Vice President, Worldwide Sales, Western Digital Corporation. Mr. Eastman directs sales operations worldwide for the Fortune 500 company Western Digital. During Mr. Eastman's two years with Western Digital, sales have expanded on a global scale. Mr. Eastman formerly held positions as marketing manager for IBM, president of National Computer Sales, and general manager of ITT Courier, and he has owned his own computer company. Mr. Eastman's extensive sales experience qualifies him to share with us what it takes to succeed in today's global competitive environment.*

JOB BANK

Conference attendees will have an opportunity to select from corporate and educational representatives for a 15-minute get acquainted session (see Patrons list). In addition to these informational interviews, attendees may also visit with all industry representatives in the Exhibit Hall. Be prepared to take action on your career. Bring copies of your resume and come early to sign up for interviews.

COME PREPARED TO NETWORK!

In addition to meeting international trade professionals, you will have the opportunity to meet representatives from corporate patrons and educational institutions. Bring resumes and business cards.

PRE-REGISTRATION FEE: $50, includes lunch and parking

REGISTRATION FEE AT THE DOOR: $60, includes lunch and parking

For information call (714) 241-6186

Guest room accommodations are available at a discount rate of $75. Call hotel reservations directly at (714) 999-0990.

NON-DISCRIMINATION STATEMENT

It is the policy of the Coast Community College District to provide all persons with equal employment and educational opportunities regardless of race, color, sex, religion, national origin, ~~ancestry~~, marital and Vietnam-era status

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CONFERENCE REGISTRATION

YES, register me for the International Career Opportunities Conference on Saturday, November 11.

Please indicate one session in each column.

MORNING SESSIONS		AFTERNOON SESSIONS	
9:15-10:30 AM	10:45 AM-NOON	2-3:15 PM	3:30-4:45 PM
A ☐ (8827.01)	A ☐ (8827.05)	E ☐ (8827.09)	E ☐ (8827.14)
B ☐ (8827.02)	B ☐ (8827.06)	F ☐ (8827.11)	F ☐ (8827.15)
C ☐ (8827.03)	C ☐ (8827.07)	G ☐ (8827.12)	G ☐ (8827.16)
D ☐ (8827.04)	D ☐ (8827.08)	H ☐ (8827.13)	H ☐ (8827.17)

☐ JOB BANK—I am interested. Registration for a limited number of informational interviews per conference attendee will begin at 7:30 AM.

A stamped, self-addressed, BUSINESS-SIZE envelope MUST be included with your registration. Confirmation for registration received after November 3 will be held at the door.

Mail completed registration form to Coastline Community Services, 11460 Warner Avenue, Fountain Valley, CA 92708-2597

ONE REGISTRATION FORM PER PERSON—Please make facsimiles for each additional person.

CANCELLATIONS: Refunds will be given, less a $1 processing fee, if the request is received by Coastline Community Services by November 6, 1989.

Pre-registration is required. Registration deadline is one week prior to the start of each program. Enclose a check payable to College of DuPage. Mail to the International Trade Center, Business and Professional Institute, College of DuPage, 22nd Street and Lambert Road, Glen Ellyn, Illinois 60137-6599. If the course is cancelled, you will receive a full refund. Full refund (less a $3 service fee) will be given up to seven calendar days prior to the start of the class. No refund will be granted after that time.

NOTES: Treasury regulation 1.162 may permit an income deduction of educational expenses undertaken to maintain or improve employment skills.

Export counseling is available. The College of DuPage Business and Professional Institute International Trade Center (ITC) offers export assistance services to firms interested in developing their export potential. The ITC works in cooperation with the International Business Development Program at the University of Illinois at Chicago and acts as a central clearing house for trade resources, information and opportunities. The ITC will help your business determine its product's export potential, locate vital resources, and facilitate the creation of an export strategy. Information and service referrals are selected to accomplish your specific export goals.

This seminar series has been developed by the U.S. Department of Commerce and through a partnership between the U.S. Small Business Administration, the Illinois Department of Commerce and Community Affairs, and College of DuPage Business and Professional Institute International Trade Center as a service to Illinois business under Cooperative Agreement #SB-2M-00007-05.

College of DuPage Business and Professional Institute International Trade Center is funded partially by the U.S. Small Business Administration. The support given by the U.S. Small Business Administration through such funding does not constitute an expressed or implied endorsement of any of the cosponsors' or participants' opinions, products or services. Reasonable arrangements for the handicapped will be made if requested in advance.

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Please post and/or distribute to other parties interested in *How to Sell Overseas: World Trade Outlook*

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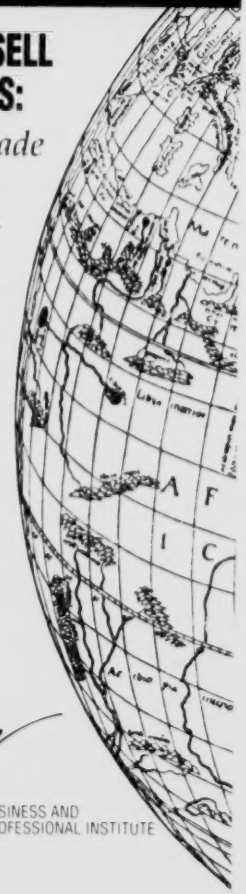

10 Tuesday evenings
Sept. 18 to
Nov. 20, 1990
6:30 to 9 p.m.
McDonald's
Hamburger
University
Ronald Lane
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INTERNATIONAL
TRADE CENTER

bpi BUSINESS AND PROFESSIONAL INSTITUTE

How To Sell Overseas

This series is your opportunity to learn from professionals actively involved in international trade.

It features local business people sharing their expertise on "how to sell overseas."
How to Sell Overseas: World Trade Outlook covers many facets of exporting including:

- initial commitment
- researching foreign markets
- representation in foreign markets
- financing exports
- documentation
- marine insurance and packaging
- cultural issues

Each participant will receive a copy of *Exporting From Start to Finance*, by L. Fargo Wells and Karin B. Dulat, and *The World is Your Market: An Export Guide for Small Business*, edited by William A. Delphos, in addition to speakers' materials.

At the conclusion of the 10 weeks, participants will have the opportunity to work individually with the International Trade Center staff to develop an export marketing plan tailored to their company's product and resources.

Moderator

Tanya M. Donaghey
International Trade Center
Business and Professional Institute

The Series

Sept. 18
Room 224

Top to Bottom Company Commitment
Roger Gerth, President
Multinational Corporate Development Inc.

Assessing Your Product's Export Potential
Fred Atch
Illinois World Trade Center Association

Sept. 25
Room 222

U.S. Government Services for Exporters
Roy Dube, International Trade Specialist
U.S. Department of Commerce

Local Export Assistance
Trade Specialist, International Trade Center
Business and Professional Institute
College of DuPage

Oct. 2
Room 224

Intellectual Property Rights
Bradford Leaheey, Esquire
Neuman, Williams
Anderson & Olson

The Role of Export Enforcement in the International Marketplace
William R. Hendrickson
Special Agent-in-Charge
U.S. Department of Commerce
Office of Export Enforcement

Oct. 9
Room 222

Other Resources for Export Assistance
Dolores LaValle, Business Development Officer
U.S. Small Business Administration

Marketing Consultant
Illinois Department of
Commerce and Community Affairs,
International Business Division

Monica DeBartolo, Administrative Manager
Illinois World Trade Center Association

Oct. 16
Room 136

Options for Representation
Fred Krehbiel, Vice Chairman and Chief Executive Officer
Molex Incorporated

Drawing Up an Agreement with Your Representative
Michael Coleman, Partner
Baker & McKenzie

Oct. 23
Room 222

Working with Community Banks to Finance Exports
Tony Marcussen, Assistant Vice President
NBD Elk Grove Bank

State of Illinois Export Finance Program
Roxanne Warble, Chief Fiscal and Loan Officer
Illinois Export Development Authority

Oct. 30
Room 222

Your Export Department—A Team Effort: Documentation and Customer Service
Judy Rodriguez, President
Global Assistance, Ltd.

Nov. 6
Room 222

Your Freight Forwarder—An Important Partner in the Exporting Process
Ric Frantz, Managing Director
LR International

Marine Insurance and Packaging: They're Ultimately Your Responsibility
Mike Voeels, Area Manager-Loss Control Services
CIGNA

Nov. 13
Room 222

After the First Sale—Expanding Your Exports
Dianne Begin, Director of Marketing
International Renal Division
Baxter Healthcare

Dennis Streppa, Vice President of International for the Convertors and V. Mueller Divisions
Baxter Healthcare

Promoting Repeat Customers
Eric Munro
International Sales Manager
Andrew Corporation

Nov. 20
Room 222

Cultural Considerations in the International Arena
Phyllis Kepler
John Kepler Associates Ltd.

Registration

FAX Your Registration: (708) 790-1197
For further information, call the BPI International Trade Center, College of DuPage, (708) 858-2800, ext. 2616.

Please register me for
How to Sell Overseas: World Trade Outlook
Code: 2908 701 52 Fee: $200, includes books

NAME

SOCIAL SECURITY #

COMPANY NAME

TITLE

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CITY, STATE, ZIP

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CITY, STATE, ZIP

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(Please check one)
Is your company a:

manufacturer service provider

What is the product or service?

Is the company presently exporting? yes no

Advance payment is required. Method of payment:

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CREDIT CARD # EXPIRATION DATE

SIGNATURE

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Asian Black, Non-Hispanic
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Mastering The Skills of International Trade™ Certificate Program

Global Studies and Updates

The Global Studies and Updates facilitate the international manager's understanding of and adaptation to the overseas business and cultural environment. While each seminar may be taken separately, you will need to take 3 from this series to receive the Global Studies and Updates Training Certificate.

Europe 1992: Largest Market in the World

A new, single European economy will offer 340 million Europeans (including 18 million East Germans) free movement of persons, goods, services and capital. It will save the European Community (EC) over $167 billion (U.S.) and add 5% to the Community's gross domestic product. The new EC brings great opportunity and challenge to U.S. business, whether exporting from the U.S. or already manufacturing in Europe. Learn about European product standards and how to evaluate your company's strategic options in the EC market. The European nations who are not members of the EC and the new Central European democracies will also be discussed.

Margriet Hotry, M.I.M., has over twenty years experience in international sales. She is Marketing Director of WorldTrade Services, Inc.

Ticket Number: LC0806Su Fee: $39
Date: Wednesday, July 18
Time: 6:00 - 9:00 p.m.

How to Set Up a Maquiladora Operation in Mexico

How does a California manufacturer set up a Maquiladora operation in Mexico? Shelter or subcontracting programs south of the border are increasingly utilized by Japanese, Korean and now also European countries who need to be "closer to the U.S. market", but want to utilize the low-tech, labor-intensive operations Mexico offers. Explore the management, financial and real estate aspects of maquiladora operations. Mexico is our third largest trading partner (after Canada and Japan) and recent investment regulatory changes now allow 100% U.S. ownership in Mexico.

Fall — A Business, Social and Cultural visit to Mexico's Maquiladora program. Call 992-7031 for information.

Daniel Morales, M.B.A., U.C.L.A. Grad. School of Management, is the publisher of *The Mexican Option for U.S. Manufacturers*. He is President of PROMEXICO, Inc., a full service firm specializing in managing production sharing facilities in Mexico under the Maquiladora program.

Ticket Number: LC0812Su Fee: $39
Date: Thursday, August 2
Time: 6:00 - 9:00 p.m.

China: A Market of over 1 Billion People

Business is far brisker in China than the U.S. news media would let us believe; and unabated contact with the West is of crucial importance to the Chinese people and their quest for political and economic freedom! German, Japanese and Hungarian business people have been flocking to China in larger numbers than ever to pursue opportunities. Learn what the business opportunities are for your company in China. Explore the preparation necessary for a business visit to China and analyze market entry strategies.

Sherrie Baldwin, President of Baldwin Sai Bei Company and fluent in Mandarin, has done business in China since 1981. She specializes in negotiation, feasibility studies and market research in the People's Republic of China.

Ticket Number: LC0811Su Fee: $39
Date: Monday, July 30
Time: 6:00 - 9:00 p.m.

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United States Small Business Administration

Mastering The Skills of International Trade™

A Certificate Program for those who want to expand into world markets and prosper from successful exporting

You will learn ...

- How to start a profitable export operation
- How to prepare your business for Europe 1992
- Where to get export financing and how to structure letters of credit
- Strategies for negotiating overseas agent and distributor agreements
- Key information to effectively handle culture, language and protocol issues while building international business relationships
- Chinese, Japanese and Russian business communication skills

You will earn ...

- An Export Training Certificate if you complete 3 seminars from the *Export Training Series*
- An International Business Communication Certificate if you complete 3 seminars from the *International Business Communication Series*
- A Global Studies Training Certificate if you complete 3 seminars from the *Global Studies Series*

This series is coordinated by Margriet Hotry, M.I.M. She has over twenty years experience in international sales and marketing programs in European, South American and Asian markets. She is currently Marketing Director of World Trade Services, Inc.

Mastering The Skills of International Trade™ Certificate Program

Export Training

Exporting and selling in overseas markets makes sense as a means of expanding sales and profits. America's trading partners see exporting as a fundamental part of doing business to achieve economies of scale and to reach wealthier markets. Exporting is easy, but you must first "learn the ropes." While each seminar may be taken separately, you will need to take 3 from this series to receive the Export Training Certificate.

Export Shipping by Air Freight

If timely delivery is of the essence, air shipping is the best export shipping mode. Learn how to select an air freight forwarder and what the advantages are of shipment consolidations. Contrary to the maritime shipping business, air shipping is largely deregulated. Review the intricacies of Letters of Credit in air transportation. Your buyer needs pro-formas and estimated shipping and insurance costs from you. Review INCO shipping terms and international terms of sale with the respective risks and responsibilities of the buyer and seller. The right shipping and delivery alternatives may give you the competitive edge over other "third nation" suppliers. **A series of two sessions.**

Kimberly Pumphrey has been in the shipping and freight forwarding business for over 8 years and is currently Account Executive with Morrison Express Corporation and board member of the Intl. Mktg. Assoc.

Ticket Number: LC0809aSu Fee: $59
Dates: Tuesdays, July 10 and 17
Time: 6:00 - 9:00 p.m.

Obtaining the Right Export License

Forty percent of the nation's export license applications come from the West Coast! What are the governmental requirements for exporters? What type of export licenses do you need and what are "controlled and decontrolled" commodities? Learn the smart way to fill out license applications. Review shipping documents, record keeping requirements and the General Distribution License. Be introduced to the local Bureau of Export Administration (BXA) and its services. A **series of two sessions.**

William B. Filbert is an international marketing and export licensing and financing expert. He is founder and President of International Diversified Technologies, Inc., an export management company. He is on the board of the International Marketing Association and Chair of World Trade '90.

Ticket Number: LC0810Su Fee: $59
Dates: Tuesday, July 17 and Thursday, July 19
Time: 6:00 - 9:00 p.m.

How to Manage Export Agents and International Distributors

Selecting the right channel of distribution is vital. Should you establish a sales office, form a joint venture or select a strong local distributor? How do you evaluate overseas distributors? What do you need to know to draw up the right distribution agreement? What distributor and agent search assistance is available from the Department of Commerce and the State of California? A sample international distributor agreement will be supplied with the caveats only an experienced exporter can provide.

Joseph Weber, (See Successful Export Strategies and Market Planning)

Ticket Number: LC0819Su Fee: $39
Date: Wednesday, August 22
Time: 6:00 - 9:00 p.m.

"Down to earth, real life, non-'textbook' info."
Terri Waligora, President, Aegir International Enterprises

Export Shipping by Ocean Freight

Steamship lines and vessels operate within conference and non-conference agreements. Deregulation in ocean shipping has led to new "rate agreements." How do you obtain and negotiate shipping rates? As the shipper, you must estimate export packing cost and supply pro-formas, shipping and marine insurance costs to your overseas customer. Review INCO shipping terms, international terms of sale and the respective risks and responsibilities of the buyer and seller. Learn about intermodal and standard carrier containers. Learn how to choose the best shipping and delivery alternative! **A series of two sessions.**

Kimberly Pumphrey (Export Shipping by Air)

Ticket Number: LC0809bSu Fee: $59
Dates: Tuesdays, July 24 and 31
Time: 6:00 - 9:00 p.m.

How To Obtain Export Financing

What are the various export financing avenues available to small companies? What is the most effective way to structure financing applications? What are banks looking for when they determine credit worthiness and risk? Your buyer may need financing also. Financing your exports allows you to offer the right terms of sale to your overseas customer and compete with other suppliers. American exporters often find that it is not price that sells export products, but financing terms.

Tom Hodge, Marketing Director of World Trade Finance, Inc., has solid work experience in export finance with the California Export Finance Office. He specializes in financing pre-and post shipment financing for small exporters under the California State loan guarantee.

Ticket Number: LC0804Su Fee: $29
Date: Thursday, July 12
Time: 6:00 - 8:00 p.m.

Successful Export Strategies and Market Planning

Exporting to overseas markets makes sense as a means of expanding sales and profits. It helps achieve economies of scale and diversifies your sales base. Should you use the services of an export management or trading company, chase orders from around the world or select the two or three best potential markets for your products? How do you assess your export potential? Which trade shows should you participate in? A sample international business plan will be provided. Evaluate export strategies choose and implement the one that is best for you.

Joseph Weber, M.I.M., specializes in export marketing, foreign sourcing and international licensing and investments. As President/Owner of Webco International Trade Co. and Managing Associate of Group Oxus, he assists Southern California businesses new to export/import.

Ticket Number: LC0818Su Fee: $39
Date: Wednesday, August 15
Time: 6:00 - 9:00 p.m.

"...tremendous leads on where to get further information"
George Hansel, President, Mechanized Enterprises, Inc.

Mastering The Skills of International Trade™ Certificate Program

International Business Communications

Negotiating "on foreign turf" requires knowledge and insight. Having the negotiation and communication skills needed to deal with our Japanese, Eastern and Western European, Russian and Chinese trading partners may make or break the conclusion of a business transaction. While each seminar may be taken separately, you will need to take 3 from this series to receive the International Business Communication Certificate.

German for Business

German is the key business language in Central and Eastern Europe, and is spoken by over 100 million people. Austria and the new Germany are gateway countries for doing business in East European markets. The polite formality of German business culture differs from American informality, and the relationship between employer and employee is vastly different also. Learn basic German conversation and business communication skills. **A series of three sessions. German Level II will be scheduled upon request.**

Barbara Algie, a native German speaker, was educated in Germany and the U.S. and holds a Ph.D. from U.S.C. in German linguistics and literature.

Ticket Number: LC0821Su Fee: $59
Dates: Mondays, July 9, 16 and 23
Time: 6:00 - 8:30 p.m.

Russian for Business

Glasnost and Perestroika, and the prospect of business opportunities, boggle the American mind. Are you planning a business trip to the Soviet Union? In three sessions you will learn the key phrases you need to conduct a business meeting with your Russian colleagues, order food and make hotel and travel arrangements. A little history mixed with personal insights from a native Russian linguist and Soviet specialist will complement the expert language instruction. Russian is spoken by over 220 million people!

A series of three sessions. Russian Level II will be scheduled upon request.

Olga Neighbors, a native-born Russian, was the official Russian interpreter for the 1984 Los Angeles Olympics. She worked at the EXPO in Washington D.C. as a translator.

Ticket Number: LC0817Su Fee: $59
Dates: Tuesdays, July 24, 31 and August 7
Time: 6:00 - 8:30 p.m.

Japanese for Business

Should you bow when you meet your Japanese business partners? How deep? What about business cards and tea ceremonies? Avoid the cultural blunders that jeopardize business and personal relationships. Learn some basic conversational skills to confidently talk to business colleagues, shopkeepers, hotel and restaurant personnel. **A series of two sessions. Japanese Level II will be scheduled upon request.**

Andrew Fransen, is bilingual and has been doing business with the Japanese for many years. Having lived and worked in Japan, he contributes unique, hands-on insights into today's Japan. He is executive director of Galaxy International, and specializes in trade missions and business inspection tours to the Far East.

Ticket Number: LC0807Su Fee: $59
Dates: Thursdays, August 16 and 23
Time: 6:00 - 9:00 p.m.

Spanish for Business

Spain is now one of the most attractive locations for U.S. business in the European Common Market. From Argentina to Mexico, the number one priority is to attract foreign capital to jump-start the national economy. Spanish is spoken by 275 million people. This seminar will give you the conversational and cross-cultural skills to feel confident when transacting business and traveling in a Spanish-speaking country. **A series of three sessions.**

Raul Ferreira, a native speaker of Spanish, is an experienced international business and cross-cultural consultant at the Lexis Group.

Ticket Number: LC0820Su Fee: $59
Dates: Level I — Wednesdays, July 11, 18 and 25
Level II — Wednesdays, August 1, 8 and 15
Time: 6:00 - 8:30 p.m.

U.S. Small Business Administration
SBA Authorization 009-3017

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Call (714)-992-7031 to charge a seminar. Seminars held at 76 S. Claudina Street, Anaheim.
Please include seminar information — Ticket #, Seminar Title, Date and Fee on a separate sheet of paper.

FAX: Call (714) 447-4097
✓Fax your registration form and authorizing Visa or MasterCard signature.
✓Fax your company's purchase order.

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Ticket #, Seminar Title, Date and Fee on a separate sheet of paper.

SUMMER 1990

Program of IMPORTING/ EXPORTING

Office of COMMUNITY SERVICES

KAPIOLANI COMMUNITY COLLEGE

Program of IMPORTING/EXPORTING

Summer 1990 Workshops

The following workshops focus on practical, hands-on training for entrepreneurs in the international business community. Each workshop will be held at Kapiolani Community College, Diamond Head Campus.

HOW TO IMPORT/EXPORT

HS04IE100A

This course is a practical guide in dealing with the complex paperwork of import/export marketing. Become familiar with proper permits, licensing, and documentation required by US Customs, and trademarks, copyright laws, international sales practices, restriction of export laws, and patents. Learn how to stay out of trouble, what to do if you get into trouble, and what your chances are for success.

Victor Renaghan, Director, US Customs Department
George Dolan, Director, US & Foreign Commercial Services
US Department of Commerce
Monday **June 18** 6 - 8:30 pm **Iliahi 104** $25

INTERNATIONAL MARKETING

HS04IM100A

A course focusing on the basic problems and attention one must give to the marketing mix adapted to a foreign environment. Emphasis will be placed on planning, promotion, distribution, and competition. This is a practical examination of the question, "How well do you know the product or service that you are marketing?"

Alex Kane, President, Kane International
Tuesday **June 26** 6 - 8 pm **Iliahi 104** $25

INTERNATIONAL BUSINESS FINANCE

HS04BF100A

This course is an overview of international monetary and exchange systems. The first step to success is knowing how to get paid. Learn about foreign bank procedures, credit and collection systems, open accounts, documentary collections, and various letters of credit. Learn about legislation and investment limitations as well as sources of capital and tax considerations that affect international business.

Blanche Hiraishi, International Banking Division, City Bank

Thursday **July 19** 6 - 8 pm **Iliahi 104** $25

INTELLECTUAL PROPERTY & LICENSING

HS04PL100A

Learn how to protect your trademarks and company name as well as your creative properties and technology. This course will provide an overview of intellectual property—including trademarks and copyrights, patents, trade secrets—and licensing. If time allows, attention will also be given to antitrust issues. **Jay Dratler, Jr.**

Associate Professor, The William S. Richardson School of Law, University of Hawaii at Manoa

Wednesday **August 1** 7 - 9 pm **Iliahi 104** $25

EFFECTIVE BUSINESS WRITING

BS04BC310A

Business employees are required to organize and convey ideas, events, and transactions on paper rapidly and concisely. Most people dislike writing letters or reports; however, effective writing is a skill that can be learned and continuously improved. In this action-oriented workshop you will learn to develop and polish your writing style.

Glenda Tucker, Training Specialist

Tuesdays & Thursdays **August 7, 9, 14, & 16** 6 - 8 pm **Ilima 202C** $55

INTERCULTURAL RELATIONS & COMMUNCATIONS

HS04IR100A

How do you develop a personal or business relationship with people from other cultures? How do gestures, attire, posture and carriage affect this relationship? What common phrases are used in polite speech? Find the answers to these and other questions about cultural nuances and etiquette.

An examination of the importance of language, political environment, cultural communications, significant aspects of protocol, and verbal and non-verbal communication will be explored. Emphasis will be placed on the Pacific/Asian region.

Karen Knudsen, MA Pacific Island Studies, Knudsen Communications

Saturday **August 25** 9 am - 12 noon **Iliahi 104** $35

ANALYZING YOUR COMPETITION

BS04BC230C

To establish and maintain a competitive advantage, you must thoroughly understand both direct and indirect competition. During this session you will learn how to create a competitive strategy, methods of measuring the competition, the components of a competitive advantage and how to "benchmark" your own product or service against those of your competitors.

Thomas "Tookie" Evans, Vice President of Business Services, The Chamber of Commerce of Hawaii

Tuesdays **July 24** 6 - 8 pm **Ilima 202A** $30

ELEMENTARY PRACTICAL JAPANESE

Speak and understand very practical conversational Japanese. Topics include useful daily expressions, meeting people, and money, along with other dialogues which can be used immediately for your job or daily conversation. If this is your first attempt at Japanese, this is the ideal course! Role playing, games, video, and other exercises will encourage participants to think and speak in Japanese. The Hepburn style of Japanese language training will be used in this class. Textbook: Japanese for Busy People. Class meets once a week for nine sessions from **6 - 8 pm**. Classes meet in **Mokihana 102** unless otherwise noted. Fee: $70 (includes textbook). If you have the textbook, the course fee is $50.

Section I: Mondays, June 4 - July 30
Mokihana 102
IS04JL101A, **Eiko Hirano**

Section II: Tuesdays, June 5 - July 31
Mokihana 102
IS04JL102A, **Hideko Tanaka Lee**

Section III: Wednesdays, June 6 - August 1
Mokihana 102
IS04JL103A, **Chieko Ramirez**

Section IV: Thursdays, June 7 - August 2
Mokihana 102
IS04JL104A, **Donna Peake**

Section V: Saturday mornings, June 9 - August 4
9 - 11 am, Mokihana 102
IS04JL105A

Section VI : Tuesday evenings, June 19 - August 14,
Kauila 207
IS04JL106A, **Chiyo Met·gher**

INTERMEDIATE PRACTICAL JAPANESE

Open to beginning Japanese language students who have had some basic background in the language, this course is a continuation of the Elementary Practical Japanese class using the Japanese for Busy People textbook. Learn how to give directions, use special phrases, and other practical topics with a special emphasis on the cultural aspects vital to understanding the Japanese. Class meets once a week for nine weeks. Course Fee: $50, plus $20 additional if you do not have the textbook, Japanese for Busy People.

Section I: Mondays, June 4 - July 30
6 - 8 pm, Kauila 207
IS04JO201A, **Chieko Ramirez**

Section II: Wednesdays, June 6 - August 4
6 - 8 pm, Kauila 207
IS04JL202A, **Jill Rabinov**

Section III: Saturdays, June 9 - August 4
9 - 11 am, Mokihana 102
IS04JL203A

HOW CULTURAL DIFFERENCES AFFECT THE JAPANESE PERSONALITY

IS04JB101A

Examine some of the personality concepts that are relatively specific to the Japanese culture and important in understanding their behavior. Understanding these personality concepts will lead to a better appreciation of the Japanese people and the ability to effectively deal with them. Nancy M. Sakamoto is the author of Polite Fictions: Why Japanese and Americans Seem Rude to Each Other.

Nancy Masterson Sakamoto

Tuesday **June 19** 6 - 9 pm **Ohia 118** $25

THE FEMALE APPROACH TO DOING BUSINESS WITH THE JAPANESE

IS04JB103A

There are advantages and disadvantages that American females experience in their business approach to Japanese males. The amount of cultural awareness in differences and perceptions of the female gender will determine the amount of success in one's business approach. This course is specifically designed for females who conduct business with Japanesebusinessmen.

Ann Ishida-Ho

Tuesday & Thursday July 10 & 12 6 - 8:30 pm **Ohia 118** $35

JAPANESE ADVERTISING: Key Elements to Marketing to the Japanese Small Business

IS04JB104A

This seminar will provide participants with the very basics of marketing directly to the Japanese. An understanding of some of the different aspects of advertising in Japan and what differences exist in Japanese marketing including the why, where, what and when will be explored. Learn how you can better designate and utilize your advertising dollars. Participants are encouraged to bring current project ideas for discussion in class.

Ann Ishida-Ho

Tuesday & Thursday **July 17 & 18** 6 - 8:30 pm **Ohia 118** $35

CROSS-CULTURAL SWING: Being Effective in the Multi-Cultural& International Workplace

In the 1990's, flexible, creative, multi-culturally sensitive and skilled workers will have the "competitive edge" in an increasingly dynamic economy. Learn how to become the best "cross-culturalist" in your company in the areas of communication and problem-solving, teamwork, stress release and prevention and job productivity.

Liang Ho, M.A., Intercultural Consultant

Session I: CS04PD100A
Saturdays, June 9 & 16 (2 sessions)
9 am - 12 pm $55

Session II: CS04PD100B
Saturdays, August 4 & 11 (2 sessions)
9:00 am - 12:00 pm $55

MEMORY ENHANCEMENT

BS04BC170A

Remembering names, dates, places, and complex material can be made easy as well as fun. Utilizing proven techniques such as the peg system and mnemonics, participants will learn the mechanics of memorization while improving their ability to remember. Based on the Super Learning method.

Paula Mantel, President, Discovery Learning Center

Thursdays **June 21 & 28** 6 - 8 pm **Iliahi 103** $30

CHAPTER SIX
Providing the Basics

New-to-export companies represent the greatest potential market for community college international trade programs, and delivering services to this market is the foundation for most community college programs. In an introductory essay to this chapter, Ruth G. Shaw describes the changes in the economic environment that caused her college to initiate international business programming six years ago. Community colleges usually establish their international trade programming with workshops covering the fundamentals of international trade and continue to offer these workshops each term. These introductory workshops are the most challenging to deliver. The instructor must provide participants with comprehensive information without overwhelming them, and he or she must motivate participants to maintain their commitment despite the lengthy export market development period. The seminar outlines included here covering the fundamentals of international trade developed by El Paso Community College, Texas, and Central Piedmont Community College, North Carolina, can be used to guide an instructor in organizing and presenting introductory material most effectively.

TRAINING FOR TRADE: COMMUNITY COLLEGE PRIORITY

By Ruth G. Shaw

It seems like yesterday that a discussion involving international dimensions of community college programming drew critics and cynics from all quarters: "I thought this was a *community* college"; "We need to tend to our *own* business"; "International trade is for big companies and their highfalutin' specialists. Nobody in *this* town is ready for it." A global economy was a distant abstraction, of only passing interest to many community colleges and their constituents.

The lessons of the 1980s changed critics to advocates and cynics to believers in the merits of international education, particularly of training for trade. A soaring U.S. trade deficit and a weakened manufacturing sector looking for new markets combined to create a sense of urgency in the very publics once skeptical of a community college role in the international arena. Learning the basics of export trade was no longer a frill for most American businesses; it was a necessity.

At Central Piedmont Community College, nestled in the center of the Carolinas' manufacturing heartland, pragmatism is a way of life. North Carolina's 58-member community college system grew from the practical need to train workers for an economy shifting from field to factory. Out of trade-oriented industrial education centers emerged one of the nation's largest and finest community college systems, a system that prides itself on responsiveness to the needs of business and industry and that continues to be noted for the strength of its technical and occupational programs. Thus the emphasis at Central Piedmont Community College on international business, with a focus on training for trade, is a natural response to the changing needs of the businesses and industries the college serves.

The international business programs, now entering their sixth year, have helped distinguish Central Piedmont Community College as an institution attuned to the needs of its constituents. The International Business and Education Advisory Board has brought together 21 distinguished leaders, including the chancellor of the University of North Carolina at Charlotte, the local public school superintendent, and experts in international trade to offer advice and counsel on college programs. Their insights and connections have raised the profile of the institution in language training, in export seminars, and as a logical, practical choice for degree-holders who wish to expand their international understanding. The international focus has helped the college build a network among sister institutions that currently are unable to offer export training, but that need to begin programs of their own. The regional drawing power of the export seminars has demonstrated for those inside and outside the college that training for international trade is a real priority for an urban community college.

Contrary to the fears of the naysayers, an international focus takes none of the "community" out of the community college. Indeed, it has been a community builder at Central Piedmont, not only as a response to real community needs, but as a catalyst for faculty and staff development. Heightened global awareness has been one direct result. Even more exciting is an emerging vision for international education that begins to integrate more fully the international student population, foreign language instruction, English as a Second Language instruction, international business, training for trade, and other continuing education. The dynamic interaction between these complementary elements of international education offers great opportunity and great challenge. It is a next step toward realizing a goal we set out for ourselves in 1987:

> We will build connections with each other, with our community, with our world. We will help Charlotte-Mecklenburg expand its role in the global community. It is a paradox: communication and transportation have made our collective world smaller, but have made our individual worlds larger. Central Piedmont will bring an international focus to our curricula. We will recognize the increased importance of foreign language and culture, and we will continue as a catalyst for expanded business horizons.

Training for trade has been significant to the business community and to the college, not only for the knowledge, skills, and economic potential that stem directly from the training, but for the broadened horizons that it brings. The global village is no longer an abstraction at Central Piedmont Community College; it is a reality.

Ruth G. Shaw is president of Central Piedmont Community College, Charlotte, North Carolina.

INTERNATIONAL TRADE CONFERENCE SERIES

EL PASO COMMUNITY COLLEGE
El Paso, Texas
Contact person: Stephen L. West
Project Director
International Trade and Business Programs
(915) 594-2474

This series is designed to assist small business owners or managers in assessing and developing export potential. The focus of the series is on planning, marketing, and selling products internationally. The series is composed of six courses, each 3.5 contact hours in length, held on consecutive Saturday mornings. The cost of the entire series is $96; the cost of individual courses is $20 each. Registration fees include all materials.

Course descriptions for each of the courses are provided below. Course outlines follow this page.

Assessing Company Readiness to Export

This course presents the factors that contribute to success in exporting and guides participants in an assessment of their companies' export potential.

Identifying Export Markets

This course provides an overview of international market research and the process of identifying and selecting target markets.

Developing an International Business Plan

This course provides a practical approach to developing a comprehensive business plan for internationalizing a small business.

Selecting Sales Agents and Distributors

This course focuses on the distribution planning process and discusses methods of identifying and selecting foreign sales representatives.

Understanding the New Harmonized System

This course presents an overview of the Harmonized System and its role in international trade documentation.

Pricing Your Export Products

This course presents an overview of the process of developing an export pricing strategy in order to be competitive in international markets.

ASSESSING COMPANY READINESS TO EXPORT

I. COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

A. Identify five factors that contribute to successful international market entry

B. Define the organizational characteristics essential to pursuing international market opportunities

C. Assess motivational factors for going international

D. Evaluate company readiness to export in terms of:

1. Product/service strengths
2. Competitive advantages
3. Financial stability/resources
4. Foreign customers
5. New markets

II. RECOMMENDED MATERIALS

A. EXPORT USA publications

B. Texas Department of Commerce/International Trade publications

C. Instructor's own materials

III. SCHEDULE OF TOPICS

PART I: Introduction (15 minutes)

PART II: Factors/International Market Entry (40 minutes)

PART III: Organizational Characteristics (40 minutes)

BREAK (15 minutes)

PART IV: Motivational Factors (30 minutes)

PART V: Evaluate Company Readiness to Export (70 minutes)

IDENTIFYING EXPORT MARKETS

I. COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

A. Define the role of international market research

B. Identify potential export target markets

C. Describe the process of market selection

D. Define the methods of secondary market research

E. List the sources of secondary market research

II. RECOMMENDED MATERIALS

A. Leza, Richard L., *Export Now: A Guide for Small Business*. Grants Pass, Ore.: The Oasis Press, 1989.

B. Jagoe, John R., *Export Sales and Marketing Manual*. Minneapolis: Export USA Publications, 1987.

C. "The Dollars and Sense of Exporting," *Export Today*. Washington, D.C.: SIRCo International.

D. Instructor's hand-outs/films.

III. SCHEDULE OF TOPICS

PART I: Introduction (10 minutes)

PART II: Role of International Market Research (30 minutes)

PART III: Identifying Target Markets (40 minutes)

BREAK (10 minutes)

PART IV: Process of Market Selection (60 minutes)

PART V: Methods of Market Research (30 minutes)

PART VI: Sources of Market Research (30 minutes)

DEVELOPING AN INTERNATIONAL BUSINESS PLAN

I. COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

A. Understand the importance of planning

B. List the components of an international business plan

C. Develop their international business plan

D. Understand how to evaluate and revise the plan

II. RECOMMENDED MATERIALS

A. EXPORT USA publications

B. Texas Department of Commerce/International Trade publications

C. Instructor's own materials

III. SCHEDULE OF TOPICS

PART I: Introduction (15 minutes)

PART II: The Role of the Business Plan (30 minutes)

PART III: The Components of the Business Plan (30 minutes)

BREAK (15 minutes)

PART IV: Developing an International Business Plan (90 minutes)

PART V: Evaluating and Revising the Plan (30 minutes)

SELECTING SALES AGENTS AND DISTRIBUTORS

I. COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

A. Define the importance of distribution planning and its role in export decision making

B. Identify the types of sales representatives that exist within the U.S. and international markets

C. Identify the type of export sales representatives the company will require

D. Distinguish between direct and indirect distribution methods of exporting

E. Contact potential sales representatives using guidelines for international correspondence

II. RECOMMENDED MATERIALS

A. Leza, Richard L., *Export Now: A Guide for Small Business.* Grants Pass, Ore.: The Oasis Press, 1989.

B. Jagoe, John R., *Export Sales and Marketing Manual.* Minneapolis: Export USA Publications, 1987.

C. "The Dollars and Sense of Exporting," *Export Today.* Washington, D.C.: SIRCo International.

D. Instructor's hand-outs/films.

III. SCHEDULE OF TOPICS

PART I: Introduction (10 minutes)

PART II: Importance of Distribution Planning (30 minutes)

PART III: Types of Sales Representatives (50 minutes)

BREAK (10 minutes)

PART IV: Identifying Sales Representatives (40 minutes)

PART V: Direct and Indirect Methods (40 minutes)

PART VI: Guidelines for Correspondence (30 minutes)

UNDERSTANDING THE NEW HARMONIZED SYSTEM

I. COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

A. Explain the role of the New Harmonized System (HS) Number governing U.S. export declarations and import entries

B. Determine the classifications and rates of duty applicable to imported articles and export declarations

C. Identify and apply the HS Number to the Shippers Export Declaration and related documentation

D. Define the HS requirements for statistical reporting

II. RECOMMENDED MATERIALS

A. *Harmonized Tariff Schedule of the United States.* First Edition. Effective January 1, 1989. United States International Trade Commission. Washington, D.C.: U.S. Government Printing Office.

B. Leza, Richard L., *Export Now: A Guide for Small Business.* Grants Pass, Ore.: The Oasis Press, 1989.

C. Jagoe, John R., *Export Sales and Marketing Manual.* Minneapolis: Export USA Publications, 1987.

D. Instructor's hand-outs/films.

III. SCHEDULE OF TOPICS

PART I: Introduction (10 minutes)

PART II: Role of the HS Number (40 minutes)

PART III: Classification and Rates (50 minutes)

BREAK (10 minutes)

PART IV: Shippers Export Declaration (60 minutes)

PART V: Reporting Requirements (40 minutes)

PRICING YOUR EXPORT PRODUCTS

I. COURSE OBJECTIVES

Upon completion of this course, participants will be able to:

A. Identify factors affecting export pricing

B. Evaluate strategies for determining market entry price

C. Determine standard export price(s) and pre-tax profit margin(s) using a worksheet guide

D. Prepare an International Pricing Sheet for export product quotes

II. RECOMMENDED MATERIALS

A. Leza, Richard L., *Export Now: A Guide for Small Business.* Grants Pass, Ore.: The Oasis Press, 1989.

B. Jagoe, John R., *Export Sales and Marketing Manual.* Minneapolis: Export USA Publications, 1987.

C. Instructor's hand-outs/films.

III. SCHEDULE OF TOPICS

PART I: Introduction (10 minutes)

PART II: Factors Affecting Export Pricing (30 minutes)

PART III: Strategies/Market Entry Pricing (50 minutes)

BREAK (10 minutes)

PART III (cont.): Strategies/Market Entry Pricing (40 minutes)

PART IV: Standard Export Price Worksheet (40 minutes)

PART V: International Pricing Sheet (30 minutes)

COURSES COVERING THE FUNDAMENTALS OF INTERNATIONAL TRADE

FUNDAMENTALS OF INTERNATIONAL TRADE

CENTRAL PIEDMONT COMMUNITY COLLEGE
Charlotte, North Carolina
Contact person: Sally Andrews
Acting Director, International Business Center
(704) 342-6543

This course addresses the impact of international trade, especially exporting, on the U.S. economy in general and on the state of North Carolina in particular. The course is composed of nine sessions, each three hours in length, and is held two evenings per week from 6 p.m. to 9 p.m. The first eight sessions feature guest lecturers who are successful international business practitioners within the session topic areas. The final session is a general review of the entire course, formatted as a panel discussion composed of an international banker and two directors from small to medium-sized companies that are involved in exporting. Handouts and instructional materials are provided by each lecturer. The cost of the course is $26.00.

Course Objectives

Upon completion of the course, participants will be able to:

A. Understand the commitment and preparation needed in order to do business internationally

B. Identify the services and sources of information available to exporters

C. Understand the cultural implications of marketing and selling abroad

D. Understand export and import regulations

E. Recognize legal and ethical considerations in doing business internationally

F. Handle documentary collections and letters of credit

G. Understand how to finance export sales and use credit insurance

Session One

INTRODUCTION

1. Impact of international trade, especially exports, on the U.S. economy in general and on the state of North Carolina in particular
2. Need for improved skills for employees who are involved in international trade
3. Need for commitment to international business through thick and thin
4. Corporate benefits derived through involvement in international business
5. Personal benefits and satisfaction derived through involvement in international business
6. Relationship of jobs to exporting industries within the state
7. The growing impact of international business in the state as a result of the influx of foreign industry

Session Two

SERVICES AND SOURCES OF INFORMATION AVAILABLE TO EXPORTERS

1. Sources of information
   A. Public library
   B. Universities
   C. Central Piedmont Community College
   D. Chambers of commerce
   E. Embassies
   F. International organizations
   G. Trade organizations
   H. Others
2. U.S. Department of Commerce
   General description of services and sources of information
3. North Carolina Department of Commerce
   General description of services and sources of information

Session Three

MARKETING AND SELLING ABROAD: STRATEGIES AND CONSIDERATIONS

1. Overview of international marketing
2. International economy
3. Cultural and social forces
4. Political and legal forces
5. International markets
6. International buyers
7. International market research
8. Global marketing strategies
9. Market entry strategies
10. International product strategies
11. New product development strategies
12. Managing international channels of distribution
13. Pricing for international markets
14. Communications strategies
15. Managing
16. Organizing international marketing
17. Planning and controlling international marketing
18. Financing international marketing operations
19. The export trade process

Session Four

EXPORT AND IMPORT REGULATIONS: THE ROLE OF THE FREIGHT FORWARDER AND CUSTOMS BROKER

1. Import and export licenses required by the U.S. government; required registrations and timeliness of reporting
2. Handling of perishable goods incoming to the United States
3. Import regulations involving edible goods and the role of the FDA
4. Payment of customs duties on incoming goods
5. Role of freight forwarders in complying with outward letters of credit for exports; preparation of documents and submissions to bank
6. Shipments of livestock and fowl to foreign countries; special precautions and documentation required
7. Air shipments; risks of using charter vs. conference shipping lines
8. Attention to specialized documentation, e.g. certificate of origin, certificate of health, certificate of inspection, and their legalization
9. Role of the freight forwarder in packaging for export
10. Present state of the U.S. Department of Commerce's Harmonization Program and its effects on imports and exports

Session Five

LEGAL AND ETHICAL IMPLICATIONS OF DOING BUSINESS INTERNATIONALLY

1. Differences of Law: Common Law vs. Napoleonic Code
2. International contracts
3. Jurisdiction of law
4. Licensing, agency, and representation agreements
5. Disputes and arbitration
6. Choice of legal counsel for international business
7. Commercial codes of foreign countries and how they affect international business
8. Role of International Chamber of Commerce in settling disputes
9. Ethical practices in dealing overseas

Session Six

USE OF DOCUMENTARY COLLECTIONS AND LETTERS OF CREDIT IN INTERNATIONAL BUSINESS

1. Use of letters of credit—general background
2. Parties to a letter of credit
3. Benefits of letters of credit
4. Confirmation of a letter of credit—what is it?
5. When to request a confirmation and when not to
6. What does/doesn't a letter of credit do?
7. Responsibilities of an opening bank

8. Responsibilities of an advising bank
9. Responsibilities of a negotiating bank
10. Significant aspects regarding letters of credit

Session Seven

ACCOUNTING AND BOOKKEEPING CONSIDERATIONS AFFECTING INTERNATIONAL BUSINESS

1. Accounting practices in other countries
2. Foreign taxation affecting international business
3. Effects of selling abroad on U.S. taxation
4. Use of foreign sales corporations and domestic international sales corporations to defer U.S. tax
5. How to avoid double taxation
6. Effects of European Economic Community 1992 program on accounting practices and how this will affect U.S. companies with operations in that area

Session Eight

COMMITMENT AND PREPARATION FOR DOING BUSINESS INTERNATIONALLY

1. Type of business structure to set up
2. Management commitment to international business
3. Product selection for export
4. Personal commitment needed for international business
5. Time away from home and office—implications and results
6. Adjusting your product to foreign markets, tastes, and climate conditions
7. Financial commitment to exporting
8. Production commitment to exporting

Session Nine

PANEL DISCUSSION AND WORKSHOP

1. General Review of the entire course
2. Panel discussion involving an international banker and two representatives of small to medium-sized exporting companies. The business representatives will describe their experiences with exporting. The banker will provide a general overview of export financing and services available from the banking industry.

CONCEPTS AND STRATEGIES OF INTERNATIONAL MARKETING

CENTRAL PIEDMONT COMMUNITY COLLEGE
Charlotte, North Carolina
Contact person: Sally Andrews
Acting Director, International Business Center
(704) 342-6543

This is a 12-contact-hour course that begins with an overview of international marketing and provides guidelines for developing an international marketing plan. All of the elements of the marketing mix are considered. The class is composed of four sessions and meets on weekday evenings from 6 p.m. to 9 p.m. The cost is $26.00, which includes hand-outs provided by the instructor.

Session One

I. OVERVIEW
   A. Importance of international marketing
   B. North Carolina/Charlotte international market

II. ECONOMY
   A. GNP & GNP/capita
   B. Consumption patterns
   C. Balance of payments
   D. Organizations for economic and monetary policies
   E. Absolute vs. comparative advantage

III. CULTURE
   A. Cross-cultural differences (language/religion/social groups, etc.)

IV. POLITICAL AND LEGAL
   A. Host country
   B. Home country
   C. Manufacturing country

Session Two

I. MARKET RESEARCH
   A. Primary/secondary research
      1. Less developed countries
      2. Developing countries
      3. Industrial countries

II. INTERNATIONAL BUYERS
   A. Consumers
   B. Businesses
   C. Governments

III. MARKET ENTRY

A. Direct/indirect

B. Small business vs. multinational enterprises

Session Three

I. INTERNATIONAL CHANNELS

A. Infrastructure

B. Distribution channels

II. PRODUCT STRATEGIES

A. Elements of a product

B. Product adaptation

1. Mandatory and Discretionary

III. PRODUCT DEVELOPMENT

A. Product life cycle

IV. ADVERTISING

A. Media availability

Session Four

I. PRICING

A. Cost factors

1. Product
2. Promotion
3. Packaging
4. Service

B. Pricing strategy

1. High/low/moderate

C. Calculating your export price

II. FINANCING

A. Methods of payment

III. EXPORT AND IMPORTS

A. Procedures

B. Transportation

LETTERS OF CREDIT: PRINCIPLES AND DOCUMENTATION

CENTRAL PIEDMONT COMMUNITY COLLEGE
Charlotte, North Carolina
Contact person: Sally Andrews
Acting Director, International Business Center
(704) 342-6543

This is an eight-contact-hour course designed to provide participants with an overview of various types of export and import letters of credit and how they are used. The class is held on a Saturday from 8 a.m. to 5 p.m. The cost is $26.00. Instructional materials are provided by the college at a cost of $9.50.

I. INTRODUCTION
- A. Discussion of objectives
- B. Purpose of course
- C. Students' objectives for the course
- D. Letters of credit—general definition

II. THE BASIC LETTER OF CREDIT
- A. General definition
- B. Specific types and/or variations of letters of credit
- C. Definitions of the parts of a letter of credit
- D. Uniform customs and practice for documentary credits, I.C.C. 400
- E. Revised American foreign trade definitions
- F. Sample letter of credit

III. BASIC DOCUMENTS
- A. Draft
- B. Commercial invoice
- C. Transport documents
- D. Insurance certificate/policy
- E. Special customs invoice
- F. Others

IV. ADVICE FOR EXPORTERS
- A. Checklist for beneficiary
- B. Review of most common discrepancies
- C. Obtaining approval of discrepancies
- D. Final evaluation
- E. Glossary

V. IMPORT LETTERS OF CREDIT
- A. The application
- B. Amendments
- C. Payments
- D. Guarantees
- E. Final evaluation
- F. Glossary

EXPORT TRANSPORTATION MANAGEMENT

CENTRAL PIEDMONT COMMUNITY COLLEGE
Charlotte, North Carolina
Contact person: Sally Andrews
Acting Director, International Business Center
(704) 342-6543

This is a 24-contact-hour course designed to provide participants with full understanding of export transportation. The final instructional activity is a simulated export shipment exercise. The course is composed of eight sessions and meets two evenings per week from 6 p.m. to 9 p.m. The cost is $26.00, which includes materials provided by the instructor.

I. INTRODUCTION
   - A. International export terminology
   - B. Export glossary
   - C. International rules for interpretation of chief terms used in foreign trade
   - D. American foreign trade definitions
   - E. Information sources for marketing or buying overseas
     - 1. Export references
   - F. Mode of payment
   - G. Terms of sale
   - H. Export references

II. MODES OF TRANSPORTATION
   - A. Process of shipment utilizing services of a freight forwarder
   - B. Glossary of shipping terms
   - C. Types of ocean freight, services, containers, palletizing cargo
     - 1. Warning labels
     - 2. Restricted articles
     - 3. Caution marks
     - 4. Marks and symbols
   - D. Containerized cargos
   - E. Air cargos
   - F. Shipment of dangerous goods

III. THE PORTS AUTHORITIES
   - A. U.S. Export Administration regulations

IV. DOCUMENTATION AND INSURANCE
   - A. Information contained in documentary credits
   - B. Chartering of ocean vessels
   - C. Documentation and packaging requirements for dangerous goods

V. EXPORT ADMINISTRATION REGULATIONS

A. Harmonized commodity schedule

B. Shipper's export declaration, including correct way to fill out Shipping Export Declaration

C. Quotas

D. Metric system

VI. OTHER EXPORT REQUIREMENTS

A. U.S.–Canada Free Trade Agreement

B. European Common Market 1992

C. Transaction value

VII. EXERCISE

A. Export shipment

IMPORT TRANSPORTATION MANAGEMENT

CENTRAL PIEDMONT COMMUNITY COLLEGE
Charlotte, North Carolina
Contact person: Sally Andrews
Acting Director, International Business Center
(704) 342-6543

This is a 24-contact-hour course designed to provide participants with full understanding of import transportation activities. The course is composed of eight sessions and meets two evenings per week from 6 p.m. to 9 p.m. The cost is $26.00, which includes materials provided by the instructor.

I. INTRODUCTION

A. International imports terminology

1. Common expressions

2. Standard terms

3. Abbreviations

B. Glossary of shipping terms

C. International rules for interpretation of chief terms used in foreign trade

D. American foreign trade definitions

E. Information sources for marketing or buying overseas

II. MODES OF TRANSPORTATION

A. Types of ocean freight, services, containers, palletizing cargo

1. Warning labels

2. Restricted articles

3. Caution marks

4. Marks and symbols

B. Containerized cargos
C. Chartering of vessels
D. Air cargos

III. THE PORTS AUTHORITIES
A. The free trade zone

IV. U.S. CUSTOMS
A. U.S. Customs beginning
B. Customs enforcement
C. Management improvement

V. CUSTOMS HOUSE BROKER
A. Description
B. Power of attorney
1. Customs power of attorney
C. Bonds
D. Common impact documents (USA)

VI. CUSTOMS CLEARANCE
A. Entry procedures
B. Harmonized commodity schedule
C. Quotas
D. Merchandise requiring additional information
E. Invoice requirements

VII. OTHER IMPORT REQUIREMENTS

VIII. REVIEW AND EXERCISE

CHAPTER SEVEN
Targeting New Markets

New markets for community college international trade programs are developed through two processes. The first, and most exciting, occurs when program clients are successful in developing an export transaction and require more specialized information. The second comes with experience and expertise. A college will acquire a reputation for successful international trade development programs and will then be able to expand its scope to offer programs on more advanced topics.

Two types of materials are provided in this chapter to assist colleges in expanding to serve new markets. The majority of these materials were developed by international business practitioners, underscoring the value of the cooperative working relationship between business and education that Nelvia M. Brady describes in her introductory essay to this chapter. Five colleges have provided outlines of intermediate and advanced workshops that they offer to businesspersons who seek information beyond the basics. Following these outlines is a compendium of course descriptions organized by topic: introductory and advanced courses on exporting and importing; courses on particular world regions; foreign language and cross-cultural communication courses; and special interest courses. These descriptions can be used as resources when planning for program expansion. The compendium demonstrates the variety of courses offered by community colleges, and each description gives basic information along with a contact person who will provide further assistance.

PREPARING OUR STUDENTS FOR THE GLOBAL MARKETPLACE

By Nelvia M. Brady

The United States no longer has the leading edge in the global marketplace. In addition to upgrading its workplace, it is evident that to regain its position in the current competitive market, the nation needs a better-educated work force. Historically, the United States has relied on institutions of higher education to produce the personnel needed to maintain its lead as the most developed, industrialized nation in the world. Because of the inadequate education provided in many of the high schools and the changing labor needs of this country, the United States is failing in its attempt to educate all of its human resources. Currently, there is a significant decline in the number of citizens qualified to enter the work force. This has resulted in a floundering national economy as well as the displacement of the United States as a major player in the global marketplace. In fact, other industrialized nations such as Germany and Japan have begun to surpass us in the marketplace because of their highly educated work forces. While there are several reasons for the downturn in America's productivity, I would like to focus on the state of the transition from school to work in this society.

The recent study, *America's Choice: High Skills or Low Wages!*, has concluded that we have lost our competitive edge because education and business have not worked together to sufficiently prepare young adults for the work force. If we are to reduce the threat to the American economy and sustain our competitive edge, education and business must come together and establish a structured mechanism for helping young adults make the transition from high school to the workplace. This transition will inevitably increase and improve access to higher education.

Demographics indicate that the American work force can no longer grow by adding new workers. Therefore, the growth of the future work force will be heavily dependent on the quality of its workers. During the educational process, inadequate attention is given to the preparation for the transition from high school to the workplace or a career. One could speculate that the lack of preparedness for life can be attributed to the disproportionate number of high school drop-outs, the high unemployment rate among teenagers and young adults, and the hopelessness faced by so many of this country's young adults. These circumstances are directly impacting the quality of our current labor pool. Immediate and direct action must be taken to address this problem.

As chancellor of the City Colleges of Chicago, I am determined to better serve the citizens of this city and to begin the challenge of responding to business leaders' urgent requests for a qualified labor pool. To do so, a viable alternative for preparing young adults for a smoother transition from high school to the workplace and higher education must be developed. Recently, I led a study tour to Denmark and Germany to explore their dual-system approach to education. One glaring difference in these systems is their social partnership with government, labor, and business/industry. Together, they have established a system that collaborates to build its work force. It is accepted that not all students will attend the university directly after high school. However, these countries have established a plan for the majority of their citizens to become productive. It is emphasized and demanded that the young adults in these countries prepare for a place in the work force that will lead to a career path, perhaps culminating in a baccalaureate degree. The social partnerships have established skill standards for each industry and work-based learning agreements that give students the guidance and information to choose a career path.

At the age of 16, young adults in the United States have the option of leaving high school. In contrast, 16 is the age in Germany and Denmark and in most of Europe at which students begin to pursue a career. Through work-based learning experiences, they are able to confirm their choices and earn money as they become familiar with an entire industry, including the skills needed for advancement within that particular career field. Exposure to the scope of the entire industry indirectly promotes the incentive for seeking additional education. Because the industry skills are country-wide, employees have the flexibility of moving from one

location to another. Many components of the dual-system approach are adaptable to the U.S. educational system.

The study team from Chicago represented a "social partnership" that included representatives from civic, government, labor, business, and education organizations. The impact of the visit to these countries has been overwhelmingly positive. The team has remained together, committed and determined to transfer what was learned into some viable options for young adults in Chicago. A culmination of the team's efforts is a plan called the Career Preparation Initiative. This initiative is a major undertaking that has the support of the metropolitan philanthropic, business, local, civic, government, labor, and education communities.

The Career Preparation Initiative is the major focus of the City Colleges's Productive Chicago project, which has been launched in collaboration with the Chicago Economic Development Commission to mobilize the resources of the City Colleges of Chicago and employers to prepare Chicago citizens for employment, increased productivity in the work place, and career advancement. The Productive Chicago Career Preparation Initiative will develop a mechanism for moving Chicago's youth and adults from high school to post-secondary education to work along structured career paths that lead to productive occupations in targeted industrial sectors. The school-to-work transition will be accomplished by providing learning experiences in three interconnected settings: the high school classroom, the classrooms of the City Colleges of Chicago, and the workplace learning site.

Throughout this planning and development phase, it has become evident that the community colleges have an imminent and critical role in the national movement to improve the educational process in this country by helping students make the transition from high school to higher eduction. In addition, we can be instrumental in contributing to the resolution of a national work force development strategy.

While the United States has focused on preparation for university enrollment as being the successful outcome for high school graduates, "the forgotten half," the successful high school graduates who will not attend universities directly after high school, need structured alternatives for accessing careers in the work force.

The community colleges can serve as vehicles to create the "social partnerships" to provide young adults with meaningful alternatives for access to career paths and eventually to university educations.

Nelvia M. Brady is chancellor, City Colleges of Chicago, Illinois.

SELECTED COURSE OUTLINES

FINANCING EXPORT SALES

HAROLD WASHINGTON COLLEGE
Chicago, Illinois
Contact person: Gerhardt Rohr
Director, Business and International Education
(312) 984-2873

Description: This seminar addresses the basic financial concern of every exporter: "Will I get paid?" In this seminar you will learn how and when to extend credit to a customer, how to assess and mitigate risk, and how to select and use an international banker. You will learn to evaluate the various export financing alternatives and techniques available to you and how to qualify for export financing programs of federal and state government agencies.

This seminar is presented on a Saturday morning from 9 a.m. to noon. The cost is $30, which includes all materials.

I. REVIEW OF INTERNATIONAL PAYMENT METHODS
   A. Cash in advance
   B. Confirmed irrevocable letter of credit
   C. Unconfirmed irrevocable letter of credit
   D. International collection or documentary collection with sight draft
   E. International collection with time draft
   F. Open account

II. GUIDELINES FOR HANDLING EXPORT LETTERS OF CREDIT
   A. One person assigned to read incoming letters of credit as soon as they are received
   B. Review against checklist of potential problems and errors
   C. Establish a procedure for tracking all deadlines and expiry dates
   D. Store original letter of credit in a safe, secure place
   E. Establish a procedure for amendments should last-minute changes in orders be made

III. BASIC COMPONENTS OF FINANCING
   A. Who is the buyer?
   B. In what country does the buyer do business?
   C. What is the amount of the financing?
   D. What tenor of financing is requested?
   E. Is fixed rate or floating rate financing required?

IV. TYPES OF RISK

A. Commercial credit risk

B. Country risk

C. Funding risk

V. EXPORT FINANCING TECHNIQUES

A. Deferred payment under a confirmed letter of credit

1. Description—who holds the risks?

2. Advantages to the exporter

3. Disadvantages

B. Exporter financing using foreign credit insurance

1. Description—what risks does it cover?

2. Important features

a. Country availability

b. Risk sharing

c. Product eligibility

d. Tenor of financing

e. Credit information about buyer required

f. Types of policies available

g. Special policies for new-to-export companies

C. Export-Import Bank of the United States (EXIMBANK)

1. Description

2. Features

a. Tenor of financing

b. Type of goods to be financed

3. Direct loan program

4. Intermediary loan program

D. Illinois Export Development Authority (IEDA)

1. Description and requirements

2. Loan limitations

3. Other services of IEDA

E. Bankers acceptance financing

1. Description—who takes the risks?

2. Interest rate to the exporter

3. Qualifiers

F. Deferred payment under an international collection

1. Description—who takes the risks?

INTERNATIONAL LEGAL ISSUES

NORTH SEATTLE COMMUNITY COLLEGE
Seattle, Washington
Contact person: Janis Parsley
Director, International Trade Institute
(206) 527-3732

Description: Overview of the legal issues that relate to international business/trade. This is a three-credit-hour course that has been made available in a noncredit format at the request of the business community. The course is broken into 10 weekly sessions held on Wednesdays from 7 p.m. to 9:30 p.m. Participants may enroll in the individual sessions of their choice. The cost of each session is $20.

Objectives:

1. To become aware of the international legal issues that affect and influence business transactions
2. To identify the international legal resources in a metropolitan area
3. To determine the appropriate uses of an attorney in the international arena
4. To select and evaluate effective legal counsel and assistance
5. To compare and contrast the major differences and similarities between domestic and international legal protocol and procedures

I. PREVENTATIVE LAW

Lawyers are not utilized around the world to the extent found in the United States. Some cultures prefer to avoid attorneys altogether. The danger inherent in bypassing an attorney arises from the fact that little resort may be found to judicial and arbitral forums when dealing off-shore. Good business sense dictates anticipating problems that may arise and providing protective mechanisms intended to settle potential disputes upon inception. This is the practice of law often overlooked both domestically and overseas: the preventative practice.

This session outlines effective use of attorneys in international business and raises red flags of long-term hassles and profit losses that result from incorrect use or nonutilization of attorneys off-shore.

II. ANTI-BRIBERY/ANTI-BOYCOTT

During the mid-1970s, the United States adopted two laws to counteract the participation of U.S. firms in other nations' economic boycotts or embargoes. These "anti-boycott" laws conflict with foreign laws establishing unsanctioned boycotts or embargoes and force American companies into a dilemma of forsaking valuable international business or potentially incurring civil, criminal, and tax-related penalties. In enacting the American Foreign Corrupt Practices Act (FCPA) of 1977, a post-Watergate attempt to stem international as well as domestic corporate bribery and interference in political processes, is the U.S. Congress guilty of moral imperialism or is it a pioneer in the creation of international business standards? These negative legislative acts, anti-bribery and anti-boycott, and their impact on American business are examined.

III. SALES AGENCY AND DISTRIBUTORSHIP

This session focuses on the issues faced by businesses in appointing distributors and sales agents overseas, and their termination, and also considers other alternatives in the distribution of products overseas.

IV. JOINT VENTURES

Reviews the essential provisions of several joint venture agreements and assesses the tax and legal significance of alternative approaches. Both corporate joint ventures and partnerships are considered.

V. CONTRACT DRAFTING, PROTEST PROCEDURES, AND TERMINATION

Covers the basic elements of contract law, including what makes a contract "international." Marketing abroad, jurisdiction, types of international contracts, specific clauses in contracts, and contract enforcement are also addressed.

VI. INTERNATIONAL NEGOTIATIONS

This session is intended to develop negotiating skills. Winning strategies and tactics that can be used in international negotiation are identified. A four-stage model of the negotiation process is used: (1) preparation, (2) bargaining, (3) ceremony, and (4) implementation and renegotiations. Each of these four stages in the negotiating process is discussed, including specific problems and behaviors encountered in the international context.

VII. LICENSING AND FRANCHISING

This session covers determination of a form of doing business: license or franchise. Contract provisions or protections and protections given to foreign licenses and franchises by foreign law are also addressed.

VIII. EXPORT LICENSING AND IMMIGRATION

Anyone who successfully exports goods and technology must have a solid working knowledge of the Export Administration regulations. This session provides an introduction to the U.S. export control policy, the commodity control list, general licenses, and validated licenses. Basic terminology and procedures are covered in addition to preparation of basic export documentation.

The global marketplace for products has also led to a global marketplace for workers. Skilled and professional foreign workers with knowledge of product needs and marketing conditions outside the United States have become an important part of the product development and marketing programs of U.S. importers and exporters. This session covers immigration regulations that most directly concern companies involved in foreign trade, highlighting strategies and opportunities for employment of personnel through the H and L visas, employment of Canadians, and immigration-related paperwork.

IX. MARINE LAW AND ENFORCEMENT

This session includes a brief review of significant international agreements and domestic laws that may affect the conduct of business and trade, particularly in the area of natural resources and the environment. Emphasis is placed on issues and examples drawn from Northwest businesses and/or products.

X. INTELLECTUAL PROPERTIES

The global economy is driven by individuals and companies with bright ideas—the raw material of all technology. The copyright, trademark, and patent laws are designed to protect proprietary interests of innovative ideas. Any organization that depends on its new or unique ideas risks losing competitive advantage unless its intellectual property rights are protected. This is particularly true in the international business setting, where protections vary from country to country. This session discusses the legal aspects of intellectual protection and how these protections can be used most effectively in international business.

DOING BUSINESS WITH THE NEW EUROPE 1992

FULLERTON COLLEGE
Fullerton, California
Contact person: Margriet Hotzy
Program Manager, International Trade and Culture Center
(714) 992-7033

Description: A new, single European economy will offer 340 million Europeans (including 18 million former East Germans) free movement of persons, goods, services, and capital. It will save the European Community (EC) over $167 billion (U.S.) and add 5 percent to the Community's gross domestic product. The new EC brings great opportunity and challenge to U.S. business, whether exporting from the United States or already manufacturing in Europe. Learn about European product standards and how to evaluate your company's strategic options in the EC market. The European nations that are not members of the EC, and the new Central European democracies, will also be discussed.

This is a nine-hour seminar presented on three consecutive Wednesday evenings from 6 p.m. to 9 p.m. The cost is $39, which includes all materials.

Introduction

The European Community (formerly referred to as the Common Market) is an institutional framework for the construction of a united European internal market without frontiers. Twelve nations are now members of the European Community, representing more than 342 million people, including 18 million former East Germans.

The 12 member nations are: Belgium, The Netherlands, and Luxembourg, who were the first three to form the BENELUX common market in 1948; then Germany, France, and Italy, who joined the initial three to form the European Coal and Steel Community in 1952; with the United Kingdom, the Republic of Ireland, and Denmark following in 1973, Greece in 1981, and Spain and Portugal in 1986.

European Community Policies

The 1992 "program" includes the creation of a unified economic area without internal frontiers where goods, services, capital, and people can circulate freely. Beyond economic unification, there is escalating action toward monetary and political unification.

The member nations are not equal entities, whether measured by population, skills, resources, or infrastructure. Eight member states have the same general strengths, with Spain just behind those eight, and Ireland, Greece, and Portugal still building up their infrastructure and skill levels.

The EC actively promotes the development of its poorer regions and provides the financing for development projects throughout the world.

The European Monetary System was established in 1979 to create monetary stability in Western Europe through the maintenance of stable exchange rates among member states. The success of the EMS has led to the next step of the ambitious plan for economic and monetary union.

The European Community has its own budget and sources of revenue, which include a portion of the value-added tax assessed in the member states, customs duties on agricultural products and industrial imports, and a contribution by each member state based on its gross national product.

Governing Board

The various governing bodies of the EC are in Brussels and Luxembourg.

1. The Commission proposes policies and legislation, is responsible for the administration of the EC, and ensures that the provisions of the EC treaties and the decisions of the institutions are properly implemented. The Commission consists of 17 commissioners, appointed by common agreement among the governments of the EC nations.

2. The Council enacts legislation. Decisions may be reached by majority vote regarding key 1992 issues without requiring unanimity. The Council consists of ministers who represent the national governments of the member states. Depending on the issue under discussion, different ministers participate in the Council.

3. The European Parliament is composed of 518 members, directly elected by universal suffrage for a five-year term. The members of the European Parliament form political rather than national groups and enjoy an increased legislative role. The Parliament acts as the EC's public forum, questions the Commission and the Council, and amends or rejects the Community's budget.

4. The Economic and Social Committee is a 189-member consultative body that represents labor, employers, agriculture, and consumer and professional associations and advises the Commission and the Council on EC policies and proposals for legislation.

5. A Court of Auditors reviews the Community's spending. European Political Cooperation is a framework for member states to coordinate their foreign policies.

   The European Council brings together heads of state or government of the member states and the president of the Commission at least twice a year. The European Council discusses issues pertaining both to the EC and to European political cooperation.

Common Policies

1. The common agricultural policy
2. Competition policy to prevent competitive distortion through subsidies, anti-trust policy
3. Transport policy
4. Research and technology policy
5. Energy policy

Economic Integration

1. The customs union and free movement of goods
2. Free movement of workers, including geographical and professional mobility and social integration into host country benefits
3. Right of establishment and freedom to provide services
4. Free movement of capital and liberalization of payments

Human Issues

1. Social policy, including the Social Fund to combat long-term unemployment and job training for the young, vocational training for the disabled, and aid for migrant workers
2. Regional policy, including the European Regional Development Fund to reduce the differences between the various regions and the backwardness of the less-favored regions
3. Environment and consumer safety protection

1990: The Status Quo of the EC Directives: What Has and Has Not Been Accomplished

Twelve thousand Eurocrats continuously issue thousands of guidelines, memoranda, bills, and promotion programs. But guidelines only prescribe the final goal to be reached; how and in what legal form the goal must be accomplished is left to the discretion of national parliaments.

Expected Benefits

1. Disappearing physical barriers create easy distribution systems
2. Disappearing technical and standardization barriers create new economies of scale for export, import, and intra-European manufacturing; companies can distribute a "single product" throughout the EC
3. Disappearing fiscal, legal, and financial barriers will create financial and legal mobility for corporations; they can consolidate production wherever it suits their product
4. "Fortress Europe?"

Implications for U.S. Direct Investment and U.S. Exports

1. Direct investors are more certain than exporters to benefit from the EC unified market.
2. U.S. companies should prepare for stronger EC competition in the key sectors where Europeans are consolidating and jointly developing capabilities (defense and high-tech industries, for instance).
3. Firms need to stay informed and ready to act on or influence new developments. A local presence is strongly advised, as well as the identification of strategic European partners through equity-participation, mergers, acquisitions, joint projects, and partnerships with European companies.
4. Develop "new managers" or "Euromanagers": key personnel who are geographically mobile, who easily comprehend and embrace national styles and developments, who have cross-cultural flexibility and adaptability, and who are multilingual.

Recent European Community Developments

American companies are not as prepared as they might be and appear not to appreciate the size of the EC, which by the end of the 1990s will count over 500 million consumers, including new/affiliated member states.

Corporate Tax Simplification

Three directives are part of three draft laws:

1. Abolish the 5 percent withholding tax imposed by Germany on the profits made by affiliates of foreign firms.
2. Encourage cross-border deals by removing capital gains tax on acquisitions in some EC countries.
3. Set up an arbitration procedure for tax disputes between countries over pricing. Corporate taxes in the EC range from a low of about 35 percent in Great Britain, The Netherlands, and Spain, to 50 percent in Denmark.

The European Currency Unit

The European Currency Unit (ECU) is a basket of all EC currencies equal to U.S. $1.20 (March 1990). The ECU-Dollar exchange fluctuates according to the relationships between the U.S. dollar and all ECU component currencies.

The ECU is formed by adding:

Belgian Franc	3.302
Danish Kroner	0.1976
Dutch Guilder	0.2198
French Franc	1.332

German Mark	0.6242
Greek Drachma	1.440
Irish Punt	0.008552
Italian Lira	151.08
Luxembourg Franc	0.130
Portuguese Escudo	1.393
Spanish Peseta	6.885
British Pound	0.08784

Additional Data

STRATEGIC EXTERNAL AND INTERNAL CONSIDERATIONS

1. New intra-European competition in private industry, with newly attained economies of scale through joint European industrial efforts, joint research and development, and critical mass attainment
2. European competitive stance vs. Japan and the United States
3. Expected increase in pursuit of U.S. market share by pan-European firms
4. New competition in public procurement, with demand for reciprocity
5. Potential for enormous growth with opening up of Eastern Europe and the economic development and aid in the USSR
6. Decrease of U.S. influence in the Western European sphere

EUROPEAN COMMUNITY/U.S.A./JAPAN IN NUMBERS

Population in Millions	
EC	325
U.S.A.	240
Japan	120
World Trade Share	
EC	18%
U.S.A.	23%
Japan	11%
The World's Currency Reserves	
EC	33%
U.S.A.	5%
Japan	11%

COMPLYING WITH EC STANDARDS, TESTING, AND CERTIFICATION

Requirements for Regulated Products

If you sell into the EC, use the following checklist:

1. Decide if EC-wide regulations cover your product. Check the list of EC 1992 directives available from the U.S. Department of Commerce's Single Internal Market Information Service (SIMIS), tel. (202) 377-5276.
2. If an EC-wide directive or regulation exists covering your product, obtain copies of the applicable directives and check to see if any European standards are referenced by the directive. If you have the European reference numbers and decide to follow the European standard as a means of demonstrating your product's conformity to EC requirements, contact the American National Standards Institute, tel. (202) 642-4900, to obtain copies of European standards.
3. If no new EC regulation exists for your product and if you wish to determine if other European or national standards exist that could affect it, contact the Department of Commerce's National Institute of Standards and Technology, National Center for Standards and Certificatcn Information (NIST/NCSCI), tel. (301) 975-4040, to determine existing standards and to obtain reference numbers.

4. For further assistance call SIMIS or NIST/NCSCI.
5. Check with your industry trade association, as it may have gone through these steps already and may have this information readily available for you.
6. Other good sources of information are the American Society of Testing and Materials or the American Society of Mechanical Engineers.

LANGUAGE AND CULTURE SURVIVAL SKILLS WORKSHOP

NORMANDALE COMMUNITY COLLEGE
Bloomington, Minnesota
Contact person: Stephen Burmeister May
Coordinator, International Education
(612) 832-6560

Description: Participants in this workshop receive language and cultural instruction in order to facilitate travel, business, and social interaction. The goal of the workshop is to develop an appreciation of cultural differences, an awareness of appropriate social manners, and an understanding of local business practices. To date, workshops have been offered for France, Germany, the Netherlands, the United Kingdom, Spain, and Portugal.

This workshop has been presented in a one-day format (eight hours total) and a series format (either four two-hour sessions or two four-hour sessions). It has been most successful in a format of two half-days (Tuesday and Thursday, 7:30 a.m.–11:30 a.m.). The cost is $30, which includes all materials.

I. Introduction (two hours)
   A. Brief biographical introductions of the instructors and native informants assisting course instruction
   B. Brief introduction to the concept of intercultural communication
   C. The stereotyped American: How to avoid embarrassing moments abroad

II. The culture of _____ (two hours)
   A. Customs and practices of daily life
   B. Social organizations
   C. Religion
   D. Values
   E. Food
   F. Protocol and etiquette
   G. Clothing and style of dress
   H. Gestures and body language
   I. Gifts—presenting and receiving
   J. Business cards

III. _____ language for the traveler (two to three hours)
   A. Greetings, courtesy phrases
   B. Common phrases and signs for travellers
      1. Restaurants
      2. Hotels
      3. Train stations and airports
   C. Simple questions and answers for basic needs
   D. Pronunciation and practice

1. Group recitation
2. Small group role playing

IV. Question and answer period (one hour)

Materials are prepared by the instructors and native informants for each individual workshop, but always include the following:

1. Handbook of vocabulary and phrases from language instruction unit and a list of common foods and menu items (6–10 pages)
2. Text: *Do's and Taboo's Around the World* by Roger Axtell (Wiley, 1985).

GERMAN FOR BUSINESS

FULLERTON COLLEGE
Fullerton, California
Contact person: Margriet Hotzy
Program Manager, International Trade and Culture Center
(714) 992-7033

Description: German is the key business language in Central and Eastern Europe and is spoken by over 100 million people. Austria and the new Germany are gateway countries for doing business in Eastern European markets. The polite formality of German business culture differs from American informality, and the relationship between employer and employee is vastly different also. Learn basic German conversation and business communication skills. Level II will be scheduled upon request.

This is a 7.5-hour course that is presented on three consecutive Monday evenings from 6 p.m. to 8:30 p.m. The cost is $59.00, which includes materials.

Session One

MAKING BUSINESS CONTACTS

I. Sources of Information

   A. Consulate General of the Federal Republic of Germany, 6222 Wilshire Boulevard, Los Angeles, CA 90048

   B. German-American Chamber of Commerce, 3250 Wilshire Boulevard, Los Angeles, CA 90010

   C. German Information Service, 950 Third Avenue, New York, NY 10022

   D. Goethe Institute, 8501 Wilshire Boulevard, Suite 205, Beverly Hills, CA 90211 (primarily for language instruction)

   E. Bundesstelle fur Aussenhandelsinformationen, Blaubach 13, D-5000 Koln 1, FRG (Federal Office of Foreign Trade Information)

II. Geographical, industrial, and social information

   A. Location in the center of Europe

   B. Size/population

   C. Names of states, capitals, major industries

   D. Regions, rivers, canals

   E. Important industrial regions and natural resources, major trading partners, businesses

   F. White- and blue-collar professions, apprentices

   G. The German school system

III. Pronunciation

   A. What do you find in German language travel guides

HAND-OUTS

1. Select bibliography of journals containing information about German/European business.
2. List of organizations promoting German business and cultural interests.
3. "A New Germany." *Newsweek*, July 9, 1990:28–38.

4. "Germany: Toward Unity." Special Report, *Time*, July 9, 1990:66–83.
5. "Appendix." *The Federal Republic of Germany as a Business Partner.* (Cologne: Federal Office of Foreign Trade Information, 1988. 114–138). [Addresses of regional chambers of commerce; leading associations of the German economy; leading associations of German industry; employee's associations, etc.]

Session Two

ESTABLISHING BUSINESS CONNECTIONS

I. Inquiries
   A. Contact through letters of inquiry—appearances and content of reply; how to address business people, (e.g., use of academic and professional titles in letters)
   B. Telephone—when to call and how the other party might answer; asking for a specific person
   C. Visiting the office—asking the receptionist; introductions; formality of interaction
   D. Visiting a trade fair—German trade fairs are not merely exhibits, they include contract negotiations

II. Recognizing abbreviations and deciphering their meaning
   A. Company names and legal titles
   B. Measurements and dates (writing conventions); temperatures

III. Holidays in the FRG
   A. Legal holidays; church holidays (legal in certain areas)
   B. School holidays/vacation (staggered dates, depending on federal state)

HAND-OUTS

1. "Protocol Pointers." The American Express Business Traveler's Guide by Paul Finney.
2. "Using the Telephone." General information with excerpts from Berlitz *German for Travellers.*
3. "Hoflichkeit am Telefon" [Telephone Manners]. Gudrun Clay. *Geschaftsdeutsch.* (New York: McGraw-Hill, 1990) 38–39.
4. "Geschaftsbrief" [Business Letter]. Gudrun Clay. *Geschaftsdeutsch.* (New York: McGraw-Hill, 1990) 82–83.
5. "Anhang" [Appendix]. Gudrun Clay. *Geschaftsdeutsch.* (New York: McGraw-Hill, 1990) 263–264.
6. Abbreviations relating to German businesses.
7. "Aufsichtsrat/Vorstand" [Supervisory Board/Board of Management] *Presse Information.* Financial Report, fiscal year 1984. AUDI AG.

Session Three

MAINTAINING BUSINESS RELATIONS

I. Getting to know your business partner's background
   A. German school system
   B. German apprenticeship system

II. Inner working of a German firm or company
   A. Hierarchy—who is in charge
   B. Importance of trade unions and co-determination [Mitbestimmung]

III. Contract negotiations

A. Getting a lawyer—why?

B. German legal system (differences from the American system)

OTHER GERMAN-SPEAKING NATIONS

1. Austria
2. Liechtenstein
3. Luxembourg
4. Switzerland
5. The European Community

HAND-OUTS

"Appendix 4." *How to Approach the German Market: Information for Exporters from Abroad.* (Cologne: Federal Office of Foreign Trade, 1988). [Bibliographical references for business development].

"Kulturkasten: German Educational System." Clausing/Rings. *Deutsch Natürlich.* (Boston: Houghton Mifflin, 1986).

"Information About the University System." Moeller/Liedloff. *Deutsch Heute.* 4th edition. (Boston: Houghton Mifflin, 1988).

Hamilton, Stephen S. "To Educate the Young, Get Them Out of School." In *Apprenticeship for Adulthood: Preparing Youth for the Future.* (Free Press, 1990).

"Information About Austria." Moeller/Liedloff. *Deutsch Heute.* 4th edition. (Boston: Houghton Mifflin, 1988).

Fakten Austria. (Wien: Bundespressedienst, 1987).

"Information about Switzerland." Moeller/Liedloff. *Deutsch Heute.* 4th edition. (Boston: Houghton Mifflin, 1988).

"Paradox for Switzerland." *World Press Review,* December 1989, 63.

"5 European Nations Sign Accord to Ease Border Restrictions." *The New York Times,* reprinted in the *Orange County Register,* June 20, 1990, A17.

"Information 18: The Federal Republic of Germany and the European Community." Press and Information Office of the Federal Government, 1987.

WOMEN IN INTERNATIONAL BUSINESS

WAUKESHA COUNTY TECHNICAL COLLEGE
Pewaukee, Wisconsin
Contact person: Barbara Moebius
Associate Dean, International Trade
(414) 691-5550

Description: American women are increasingly involved and tremendously effective in the international marketplace. Experienced businesswomen will help you ensure success with clients and markets in Asia, Latin America, the Middle East, and Europe. Learn the advantages and pitfalls for women. Discuss positive power communication techniques and negotiation skills. Concludes with a panel discussion on opportunities for women.

This seminar is presented as a full-day session on a weekday from 8:30 a.m. to 3:30 p.m. The cost is $35.00, which includes materials, continental breakfast, and lunch.

I. Women and the European Market
   A. Opportunities for women in the European marketplace
      1. Textile industry
      2. Fashion industry
      3. Cosmetic industry
   B. Ten qualities for success
   C. Tips for personal success
      1. Manners
      2. Formality vs. informality
      3. Dress
      4. Packing tips
      5. Social customs
      6. Entertaining

II. Women in the Middle Eastern Market
   A. Characteristics of a Middle Eastern country
   B. Middle Eastern etiquette
   C. Women's position in society in the Middle East
   D. Business opportunities in the Middle East
   E. Eight important business customs
      1. Visa requirements
      2. Dress
      3. Appointments
      4. Business cards
      5. Gift giving

6. Shaking hands
7. Forms of address
8. Decision making

III. Women and the Asian Market
   A. The woman's role in Japanese society
   B. Six important Japanese business customs
      1. Greetings
      2. Decision making
      3. Entertaining
      4. Manners
      5. Gift giving
      6. Language
   C. Chinese business customs and negotiations
      1. Contacts
      2. Punctuality
      3. Greetings
      4. Business cards
      5. Business dress
      6. Gift giving

IV. Women and the Latin American Market
   A. Cultural differences and personal qualities that are important for success
   B. Opportunities in Latin America
   C. Question and answer period

V. Three Important Fields for Women in International Trade
   A. Government
      1. Preparation for a government career in international trade
      2. Job opportunities
   B. Transportation
      1. Preparation for a career in overseas transportation
      2. Job opportunities
   C. Banking
      1. Preparation for an international banking career
      2. Job opportunities

DIRECTORY OF INTERNATIONAL BUSINESS COURSES

COURSES ON THE FUNDAMENTALS OF EXPORTING FOR NEW-TO-EXPORT BUSINESSES

Course Title: **Researching International Trade Opportunities**

Description: Looking for new international market opportunities? Need information about product sourcing or foreign demand? Wonder how to research international markets for U.S. products? This workshop will provide an introduction to the World Trade Center Institute (WTCI) Resource Center facilities and reference collection of overseas market information. Learn who can help you find products to import or export. You will also learn how to become connected with international information networks. Topics will include:

- An introduction to the WTCI resource center
- Format for doing an international business plan
- Public and private trade assistance
- Where to find sources of export financing
- Marketing through trade shows
- Export licensing information and shipping requirements

Number of Sessions: 1; Time: 6:30–9 p.m.; Fee: $25; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Importing/Exporting for the Entrepreneur**

Description: Find out what you need to know before making a decision to import or export a product or service. Topics include: product selection, finding reliable representatives overseas, estimating costs in advance, contracts and agreements, letters of credit, documentation and processing of formalities, and finalizing your trade transaction.

Number of Sessions: 6 weekly sessions; Time: 8:05–10:05 p.m.; Fee: $84; College: Delaware County Community College, Media, PA; Contact: Luci M. Shoemaker, Manager, Marketing and Program Development; (215) 359-5227.

Course Title: **Successful Entrepreneurs in International Business Operations**

Description: International operations can play a key role in the overall success of a business. Hear three entrepreneurs from international corporations in Orange County discuss how they made their international business operations successful. They will be sharing the significance of international operations to the overall success of each of their companies. After the presentation, an informal question-and-answer period will be held. Before the presentation, there will be a social time for networking, sponsored by the World Trade Center Association.

Number of Sessions: 1; Time: 6–9 p.m.; Fee: $30 (WTCA member), $35 (nonmember); College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Successful Exporting**

Description: The sharp decline in the value of the dollar has made American products competitive in larger segments of the world market than ever before.

Learn more about:

- Steps involved in exporting, from "start to finance," from inquiry to delivery
- The best foreign markets for your products and how to assess your export sales potential
- Who your major competitors are
- The best distribution channels
- Local resources to assist you

Number of Sessions: 2; Time: 6–9 p.m.; Fee: $59; College: Fullerton College, Fullerton, CA; Contact: Margriet Hotzy, Program Manager, International Trade and Culture Center; (714) 992-7033.

Course Title: **Executive Seminars: Examining the Opportunities of Exporting; Marketing Profitably Overseas**

Description: These two seminars focus on the benefits and strategies of exporting for the chief executive, finance executive, marketing and sales executives, business owners, etc. Key topics:

- Why exporting can be a major contributor to the bottom line, both in the short and long term
- Export financing
- Low-cost marketing strategies
- International law
- How to find distributors and sales representatives

Number of Sessions: 1 session each seminar; Time: 1–5 p.m. (each seminar); Fee: $45 (each seminar); College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **Developing an Export Marketing Plan**

Description: This seminar will provide an overview and discussion of the major elements of an export marketing plan. If you're ready to export, you'll want to make sure you've covered "the bases."

Number of Sessions: 1; Time: 9 a.m.–noon; Fee: $50; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director; Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **International Marketing and Sales**

Description: Before investing time and capital to launch an all-out effort to sell your product overseas, you must first appraise its export potential. Learn more about:

- Identifying, researching, and pricing your target markets
- Selecting the right channels of distribution

- Drawing up the distribution agreement
- Monitoring overseas sales performance
- Overseas promotion, packaging, and labeling requirements
- Sources of trade leads and international bid opportunities

Number of Sessions: 3; Time: 6–9 p.m.; Fee: $89; College: Fullerton College, Fullerton, CA; Contact: Margriet Hotzy, Program Manager, International Trade and Culture Center; (714) 992-7033.

Course Title: **Export Market Identification**

Description: Identify export target markets and find out which resources can best give you business information on market size, trade balances, overseas distribution barriers, market entry barriers, competitive situations, and general market conditions.

Number of Sessions: 1; Time 9–11 a.m.; Fee: $20; College: Kapiolani Community College, Honolulu, HI; Contact: Sharon S. Narimatsu, Director of Community Services; (808) 734-9258.

Course Title: **International Market Research—A Practical Approach**

Description: Three-part workshop designed for companies with established domestic business that are ready to explore foreign markets. Provides a framework for research, from developing country profiles to preparing recommendations for management.

Session 1: Developing Foreign Country Profiles/Data Gathering

Demonstrates the research process used to develop foreign country profiles. Includes the geopolitical scene, key economic indicators, fiscal trends, and trade patterns. Examples given.

Session 2: Screening the Market for Company Product(s)

Covers screening and analysis of country profiles, focusing on the product/service–country match, sales forecasting and assumptions, competitive analysis, and making a "Go" or "No-go" decision.

Session 3: Summary Presentation for Management

Focuses on foreign market characteristics, export sales projections, competition, market strategy, and conclusions. Students receive feedback on prepared summary presentations.

Number of Sessions: 3; Time: 7–9 p.m.; Fee: $65; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **International Marketing for the Small Business Entrepreneur**

Description: Learn how to market your product or service overseas, how to prepare a workable marketing plan, and how to correspond with overseas firms. From presentation of case studies you will learn how to negotiate, how to evaluate surveys and opinion polls, how to advertise, and how to avoid pitfalls when marketing to the international community.

Number of Sessions: 6; Time: 8:05–10:05 p.m.; Fee: $84; College: Delaware County Community College, Media, PA; Contact: Luci M. Shoemaker, Manager, Marketing and Program Development; (215) 359-5227.

Course Title: **Logistics Involved in International Marketing**

Description: The content of this course will cover quoting, formats, terms and conditions of sale; discussion of international shipping terminology; financing the sale, including letters of credit and bank drafts; point of sale; and processing an order from start to finish.

Number of Sessions: 1; Time: 9 a.m.–noon; Fee: $25; College: Dallas County Community College District, Dallas, TX; Contact: Beth Huddleston, Director, International Small Business Development Center; (214) 653-1777.

Course Title: **How to Process International Orders**

Description: Intermediate/advanced workshop on processing international orders. Includes knowing your costs, receiving orders, confirmation to the buyer and/or seller, and transportation issues, such as booking freight and delivery rates. Financing, including purchasing and selling L/Cs, tracking paper trails, and customs clearance will be addressed. "Fundamentals of Import" or prior experience is recommended.

Number of Sessions: 1; Time: 7–9 p.m.; Fee: $25; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **International Documentation**

Description: Definitive course emphasizes transportation documentation in a practical, hands-on learning situation. We promise you a total documentation saturation. Learn basic terminology, regulations, and how to identify and describe all major transportation documents, and receive a demonstration of the preparation of basic ocean, rail, and surface documents. Series includes an exam for mastery. A separate certificate is awarded for successful completion of the series. Workshops may be taken individually ($75) or as a series ($200), for credit (series only—2 credits) or noncredit.

Part 1: Export Documentation. Examines surface (ocean, rail, and trucking) documentation.

Part 2: Import Documentation. Examines all basic import documentation.

Part 3: Air Freight Documentation (Import/Export). Thoroughly covers import and export air freight documentation.

Number of Sessions: 3; Time: 7–9 p.m.; Fee: $75/session or $200/all three sessions; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Freight Forwarding and Documentation: Preparation for Exporting**

Description: Learn from a veteran freight forwarder the basic documentation of exporting. Cost factors and some of the laws governing export trade will also be covered.

Number of Sessions: 1; Time: 9–11 a.m.; Fee: $20; College: Kapiolani Community College, Honolulu, HI; Contact: Sharon S. Narimatsu, Director of Community Services; (808) 734-9258.

Course Title: **Special Topics in International Transportation**

Description: Covers the current trends and challenges facing the transportation industry and their international implications. Steamship, railway, trucking, and aviation modes are emphasized. Local issues related to transportation, such as congestion, new passenger routes, and the ports are also addressed.

Number of Sessions: 1; Time: 7–9 p.m.; Fee: $20; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Export Shipping: Moving Your Product Overseas**

Description: To be competitive in exporting you must quote FOB or CIF. Your knowledge of shipping and delivery alternatives may give you the competitive edge over competing suppliers and other "third nation" suppliers. Learn more about:

- Pro-formas, estimated shipping, insurance costs, INCO shipping terms, and international terms of sale
- Standard carrier containers and inland, air, and ocean freight services
- The best and fastest way to ship
- Your export packing costs

Number of Sessions: 2; Time: 6–9 p.m.; Fee: $59; College: Fullerton College, Fullerton, CA; Contact: Margriet Hotzy, Program Manager, International Trade and Culture Center; (714) 992-7033.

Course Title: **Export Financing and Payments**

Description: Offering the best possible financing to your overseas customer is a key ingredient to successfully competing in today's global marketplace. Financing, not pricing, often is the decisive factor in international sales. What are the alternatives in export financing? Learn more about:

- How to structure letters of credit and the steps required to obtain and maintain credit
- Alternative methods of international payment
- Benefits of sight and documentary drafts, revocable and irrevocable, unconfirmed and confirmed L/Cs
- Local, state, and federal sources of export finance and federal guarantees of export transactions

Number of Sessions: 2; Time: 6–9 p.m.; Fee: $59; College: Fullerton College, Fullerton, CA; Contact: Margriet Hotzy, Program Manager, International Trade and Culture Center; (714) 992-7033.

Course Title: **How to Get Paid**

Description: The three basic ways of engaging in export trade will be covered: open account, documentary collections, and various letters of credit. Learn also about foreign exchange implications and prevailing marketing conditions.

Number of Sessions: 1; Time: 7–9 p.m.; Fee: $20; College: Kapiolani Community College, Honolulu, HI; Contact: Sharon S. Narimatsu, Director of Community Services; (808) 734-9258.

Course Title: **Export Administration**

Workshop Titles: Dealing with a Letter of Credit; The "Ins and Outs" of International Traffic; and Techniques of Export Licensing.

Description: The administrative details associated with exporting a company's goods can appear to be a maze of red tape. This series of workshops will help train employees in the correct methods of completing the paperwork for expeditious shipment and payment of goods. Who should attend:

- Commercial banking representatives
- Accounts receivable clerks
- Sales order clerks
- Traffic managers
- Accounting managers
- Shipping clerks

Key topics include:

- Reasons for using a letter of credit
- Types of letters of credit
- Types and modes of transportation
- Review of export documentation
- Types of export licenses
- Export license procedures

Number of Sessions: 3 workshop sessions; Time: 2–5 p.m. (each session); Fee: $25 per session; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

SPECIALIZED COURSES ON EXPORT-RELATED TOPICS

Course Title: **Export Management Companies**

Description: How do you set up an export management or trading company? What strategies do you need to continue to operate profitably as the export arm of local manufacturers? New-to-export companies may choose to export through domestic intermediaries for faster initial results. A sample distribution agreement will be supplied with the caveats only an experienced insider knows. Learn more about:

- Negotiating a contract with your supplier
- Getting the best pricing concessions
- An FSC and an IC-DISC
- U.S. government and tax incentives

Number of Sessions: 1; Time: 6–9 p.m.; Fee: $59; College: Fullerton College, Fullerton, CA; Contact: Margriet Hotzy, Program Manager, International Trade and Culture Center; (714) 992-7033.

Course Title: **International Mail**

Description: This comprehensive workshop will cover the actual mailings themselves, including size dimensions, weight limits, postage payment methods, permits, international reply coupons, mail preparation, presentation to the post office, M-bags, required endorsements and markings, customs documentation, special services, supplemental services, the proper addressing of international mail, markings, and more.

Number of Sessions: 1; Time: 9–11 a.m.; Fee: Free; College: Kapiolani Community College, Honolulu, HI; Contact: Sharon S. Narimatsu, Director of Community Services; (808) 734-9258.

Course Title: **Legal Aspects of Exporting**

Description: Topics include: trademarks, copyright laws, trade names, international sales practices, restrictions of export laws, and patents. Some international arbitration and dispute resolution; other topics as time allows.

Number of Sessions: 1; Time: 7–9 p.m.; Fee: $20; College: Kapiolani Community College, Honolulu, HI; Contact: Sharon S. Narimatsu, Director of Community Services; (808) 734-9258.

Course Title: **Potential Savings and Advantages of Utilizing a Foreign Trade Zone**

Description: Topics include: management of the foreign trade zone; new foreign trade zone materials management software; role of the U.S. Customs Service within this set of rules and regulations; and regional benefits of the foreign trade zone.

Number of Sessions: 1; Time: 8:30 a.m.–noon; Fee: $20; College: Southwestern College, Chula Vista, CA; Contact: Hugo Amores, Director, Small Business and International Trade Center; (619) 661-1135.

Course Title: **Fundamentals of Foreign Exchange**

Description: Panel presentation includes the basics of foreign exchange and the strategies used to hedge foreign exchange exposure. Discussion covers the foreign exchange market, including the spot market and the forward market; foreign exchange risk, including currency volatility, types of foreign exchange exposure, and hedging techniques to protect or improve profit margins; and a local company's management of foreign exchange.

Number of Sessions: 1; Time: 6:30–9 p.m.; Fee: $25; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Selling Professional Services Internationally**

Description: Designed to teach professional service firms how to establish and build a strong sales program in one or more countries worldwide. Topics include opportunities and problems in international sales, relationship building and personal sales skills, language and cultural barriers, establishing a program, writing a sales plan, developing leads and opportunities, contacting prospects, and closing sales. This is an excellent opportunity to address issues related to "service" as opposed to "product."

Number of Sessions: 1; Time: 7–9:30 p.m.; Fee: $20; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **How to Be a Manufacturer's Representative in International Markets**

Description: The content will include marketing your services to a manufacturer; negotiating an effective and workable contract with your principal; negotiating commission rates commensurate with services performed; acting as an effective intermediary between the buyer and seller; managing a portfolio of several accounts, and keeping the manufacturer on your team.

Number of Sessions: 1; Time: 9 a.m.–noon; Fee: $25; College: Dallas County Community College District, Dallas, TX; Contact: Beth Huddleston, Director, International Small Business Development Center; (214) 653-1777.

Course Title: **International Brokering**

Description: Many businesses delegate the work and risks of new market development to intermediaries such as brokers or representatives. This seminar will introduce you to the role of brokers, commercial contracts, portfolios of accounts, and distribution systems. Actual case histories will be presented.

Number of Sessions: 1; Time: 6–9 p.m.; Fee: $10; College: Dallas County Community College District, Dallas, TX; Contact: Beth Huddleston, Director, International Small Business Development Center; (214) 653-1777.

COURSES ON IMPORTING

Course Title: **Building An Importing and Trading Business**

Description: Many of the world's biggest fortunes started in world trade. This seminar will show you how to take advantage of even greater opportunities today. You will learn how to start and prosper in importing and how to develop profitable two-way trade. You will receive practical information, ideas, and guidance, including:

- Finding and evaluating importing products and sources
- Prospecting with your suppliers
- Negotiating and buying
- Import terms and procedures
- Import costs and payments
- Combining import with export and other business
- Unique opportunities in international trade

Helpful information, hand-outs, discussions of current cases, and a question-and-answer session make this workshop a profitable, practical learning opportunity.

Number of Sessions: 1; Time: 6:30–9:30 p.m.; Fee: $35; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Import Wholesale Business: A Frank Appraisal**

Description: Are you looking at importing? Learn basic domestic marketing strategies, including identifying markets, public relations, promotion, sales, and pricing; scrutinizing your product in terms of merchandising, point of purchase displays, and packaging; working with sales representatives and distributors; customer relations and building your reputation. Other topics include common myths, such as the "Pet Rock" syndrome, and cash-saving tips.

Number of Sessions: 1; Time: 7–9 p.m.; Fee: $20; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Specialized Customs Entry**

Description: Designed primarily for importers, this workshop covers the following topics: temporary import bond, immediate transport entry, carnets, drawbacks, foreign trade zones, and bonded warehouses. Regulations, definitions, categories, use, purpose, and advantages and disadvantages are also addressed.

Number of Sessions: 1; Time: 7–9 p.m.; Fee: $25; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Duty Reduction Programs**

Description: Two of the best-kept secrets in the international trade arena are the availability of duty drawback programs and foreign trade zones as strategies for reducing, delaying, or even eliminating import duty payments. This seminar will show you ways to reduce your overall import costs, as well as provide ideas for identifying new sourcing opportunities. Who should attend:

- Companies engaged in international business
- Import/export managers and staff
- Those considering international expansion
- Customs brokers

Additional topics will include:

- Special country programs—Caribbean Basin Initiative
- Free trade agreements
- U.S. components assembled abroad

Number of Sessions: 1; Time: 6:30–9:30 p.m.; Fee: $35; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Introduction to Customs Brokerage**

Description: Intensive session for entry-level employees at customs brokerage firms. Three days of instruction focusing on an overview of the range of responsibilities of a customs broker, the interface between customs brokers and U.S. Customs, and international trading fundamentals. Instruction will emphasize professional ethics, trade terms, forms, documentation, entry, and reference materials.

Number of Sessions: 3 consecutive days; Time: 8 a.m.–5 p.m.; Fee: $130; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Analysis of Customs Regulations**

Description: In-depth analysis and evaluation of U.S. Customs Regulations (19 CFR). Coverage will include: broker compliance, entry requirements, valuation, classification, restrictive merchandise, other agency requirements, and remedies. Speakers will be drawn from Customs and the brokerage community. Course is supplemental to Customhouse Broker Exam preparation. Analysis of Customs regulations is highly recommended for first-time Broker Exam applicants.

Number of Sessions: 11; Time: 6:30–8:30 p.m.; Fee: $275; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Customhouse Brokerage Exam Preparation**

Description: A "cram" course to prepare students to take the Customhouse Broker Examination. Students will be assigned sections of the U.S. Customs Regulations and Tariff Schedules to study for each class meeting and will be tested on their familiarity with the material. Answers will be reviewed weekly in class. Coverage includes customs valuation, H.S. Classification Principles, entry requirements and procedures in 19 CFR, currency conversion, etc., in addition to reviewing test questions from previous exams. Designed for members of the brokerage community, importers, and others preparing for the exam.

Number of Sessions: 11; Time: 6:30–8:30 p.m.; Fee: $275; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

COURSES ON SPECIFIC WORLD REGIONS

Course Title: **U.S.–Canada Free Trade Agreement**

Description: In January 1989, a new trade agreement was adopted between the U.S. and Canada that will gradually eliminate duties by 1998. In this seminar, you can learn what effects this will have on your business. A key element covered is the rules of origin under the agreement. Companies doing business with Canada or considering this market need to know how these rules can impact their business. Topics include:

- What is required to import or export products
- Documentation requirements
- Product standards
- Effects on duty rates
- Rules of origin

Number of Sessions: 1; Time: 7–9:30 p.m.; Fee: $29; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Doing Business in Canada: Implications of the Proposed U.S.–Canada Free Trade Agreement**

Description: The seminar is designed to provide information on how northern Nevada small business owners can benefit from the U.S.–Canada Free Trade Agreement. The Department of Commerce anticipates that this agreement will create thousands of new jobs, make both U.S. and Canadian firms more internationally competitive, and strengthen both economies.

Topics include:

- An overview of the U.S.–Canada Free Trade Agreement, with presentations regarding both the Canadian and U.S. perspectives
- Product and services opportunities in Canada
- Doing business in Canada, with presentations on how to penetrate the Canadian market, export financing, Canadian government contracts, case histories, and export administration services from the U.S. Department of Commerce

Number of Sessions: 1; Time: 8:30 a.m.–noon; Fee: $15; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **Europe 1992: It's Time to Make Your Move**

Description: The completion of the single European market by 1992 will probably affect every sphere of your company's activities. While affording substantial growth opportunities in a market almost as large as the U.S. and Japan combined, it will also test your business strategy. With the rules evolving, many U.S. companies are taking action now. Which of your business areas will be affected? Learn how the relaxation of these trade barriers will affect you. This seminar will cover:

- Background on 1992

- Physical, technical, and fiscal barriers to integration
- Implications of EC 1992 to U.S. businesses
- Addressing your strategic position

Number of Sessions: 1; Time: 6:30–9:30 p.m.; Fee: $35; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Eastern Bloc and USSR: Business Opportunities and Obstacles**

Description: Are you considering doing business in Eastern Europe or the USSR? This workshop summarizes the major considerations involved in determining whether or not this would be a viable opportunity for your company. A practical decision-making approach is assumed, and pertinent issues such as building relationships, entry costs, currency, payment, cultural environment, economic factors, logistics, marketing, distribution, sales, and support are discussed.

Number of Sessions: 1; Time: 7–9 p.m.; Fee: $25; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Perestroika and Rising Business Opportunities in the Soviet Union**

Description: In light of the emphasis on openness (glasnost) and restructuring (perestroika) that have captured the headlines under Gorbachev's leadership of the Soviet Union, how should we interpret the current situation in the USSR? In this lecture, a former Soviet citizen who worked for a major USSR think-tank will give a rare insider's view of modern Russia and its policies, especially as they relate to the future of many Orange County businesses. Discussion will address these issues:

- What to do when the Soviets say Da (Yes)
- New Soviet leadership—new form or new substance?
- Meaning of glasnost and perestroika for the future development of the Soviet Union and its relations with the U.S. and the West
- The geopolitical balance of power and "peaceful" terms: Can the U.S. respond?
- How differences between the two major political systems affect the possibility of major trade increases

Number of Sessions: 1; Time: 6:30–9:30 p.m.; Fee: $35; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Marketing and Selling in Europe in the 1990s**

Description: Designed to show small and mid-sized businesses how to analyze potential markets effectively, locate and develop prospects, and take advantage of new opportunities in Europe. Changes taking place in the EEC, EFTA, and Eastern Europe are covered, in addition to cultural and more subtle differences that should be considered when dealing with Europe. Specific topics include: communicating to clients, successful sales techniques, partner/joint venture do's and don'ts, product and service distribution, and effectively closing sales.

Number of Sessions: 1; Time: 7–9 p.m.; Fee: $20; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **East Meets West: Iowa and the Pacific Rim**

Description: This program will benefit both the experienced and the inexperienced in the field of international marketing. Topics include marketing in the Pacific Rim, cross-cultural trade, and the Japanese negotiating style. There will be opportunities to discuss and ask questions about trade restrictions, product and service marketing, cultural differences, and negotiating techniques.

Number of Sessions: 1; Time: 4–8 p.m.; Fee: $5 registration fee includes materials and dinner; College: Iowa Central Community College, Fort Dodge, IA; Contact: Mary Sula Linney, Department Head, Language Arts and Humanities, (515) 576-7201, ext. 2624.

Course Title: **Understanding the Far East**

Description: The seminar is designed for those who are interested in the culture and customs of other countries, who personally or professionally meet or host visitors from the Far East, or who plan to visit Asia. The seminar will explore the culture, socio-economic aspects, and religious values of nine Far Eastern countries—Japan, People's Republic of China, Philippines, Republic of China (Taiwan), Thailand, India, Indonesia, Korea, and Malaysia—and will feature an Asian lunch at each session.

Number of Sessions: 2; Time: 9 a.m.–4 p.m.; Fee: $30 (includes lunch); College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **If Everyone Bought Just One Shoe: Doing Business in China**

Description: With a population of over one billion, the Chinese market continues to beckon to U.S. businesses. In the wake of the Tiananmen incident, new investments have slowed, and the Chinese face internal economic problems. But many American companies that have established their presence in the PRC have maintained their operations and are profitable. This seminar provides an up-to-date look at current conditions in China and tells you how they can be turned to your advantage. Topics include:

- Negotiating tactics that work for you
- How the Chinese view the contract
- Identifying the motivations of your Chinese partners
- The most commonly overlooked pitfalls
- Patents, copyrights, and intellectual property
- Advantages of re-export and compensation trade
- Realistic time frames

Number of Sessions: 1; Time: 6:30–9:30 p.m.; Fee: $29; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **The Colossus of Asia**

Description: A cultural, geographical, and economic look at the People's Republic of China.

Number of Sessions: 1; Time: 7–10 p.m.; Fee: $15; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **Doing Business in Japan**

Description: Anyone interested in learning about business culture in Japan or how the Japanese approach business will benefit from this series on doing business in Japan. This is a two-part series; come for the morning or afternoon session or stay for the entire day for a reduced fee.

Number of Sessions: 2; Time: morning and afternoon sessions; Fee: $75 both sessions; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **How to Do Business in Japan: A Practical Guide**

Description: To succeed in business dealings with the Japanese, executives must change the way they do business, just as they exchange dollars for yen. This seminar tells you how, with insights certain to benefit people already working with the Japanese in America or Japan, as well as those considering a Japanese connection. Take a peek at the business culture behind the masks of Japan, California's biggest trading partner. Presented in down-to-earth terms, this seminar covers:

- Negotiations
- Contracts
- Use of an interpreter
- Locating decision makers
- Business etiquette
- Most common cross-cultural mistakes

Number of Sessions: 1; Time: 9 a.m.–12:30 p.m.; Fee: $40; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Orientation to the Orient**

Description: A cultural, geographical, and economic look at Japan and Korea.

Number of Sessions: 1; Time: 7–10 p.m.; Fee: $15; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **On-Shore with the Off-Shore Chinese**

Description: A cultural, geographical, and economic look at Taiwan, Hong Kong, and Singapore.

Number of Sessions: 1; Time: 7–10 p.m.; Fee: $15; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **The Islands and Peninsulas of Southeast Asia**

Description: A cultural, economic, and geographical look at Malaysia, Indonesia, and the Philippines.

Number of Sessions: 1; Time: 7–10 p.m.; Fee: $15; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **Europe in the Pacific**

Description: A cultural, geographical, and economic look at Australia, New Zealand, and the South Pacific Islands.

Number of Sessions: 1; Time: 7–10 p.m.; Fee: $15; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

Course Title: **Doing Business in Latin America**

Description: A practical survey of Spanish and Brazilian commercial traditions. Do's and don'ts while conducting business in this fast-growing market. Latin America, with its vast natural resources and its explosive demographic growth, is one of the best consumers of American products. Historic influences affecting the business environment will be discussed from a practical business viewpoint.

Number of Sessions: 4; Time: 6–8 p.m.; Fee: $55; College: Middlesex County College, Edison, NJ; Contact: Virgil H. Blanco, Chairman, Center for International Education and Modern Languages; (201) 548-6000, ext. 3529.

Course Title: **How to Do Business in the Middle East**

Description: This course enables the participants to understand cultural nuances and commercial procedures in this fast-growing area of the world. It will focus on special documentation requirements. A geopolitical description attempts to survey the business climate in the various countries of this region with highlights of successful "negotiating" techniques in the different countries.

Number of Sessions: 4; Time: 6:30–8:30 p.m.; Fee: $45; College: Middlesex County College, Edison, NJ; Contact: Virgil H. Blanco, Chairman, Center for International Education and Modern Languages; (201) 548-6000, ext. 3529.

FOREIGN LANGUAGE COURSES

Course Title: **Japanese for the Business Professional**

Description: You can improve your business relationships with the Japanese if you understand some basic cultural differences intertwined in the Japanese language. You will also need to become more proficient in the language, primarily in business conversation. This brief class for participants who have already taken introductory Japanese includes:

- Introductions, making appointments, invitations
- Common phrases used in business meetings and telephone conversations
- Organizational charts
- Japanese values, etiquette, and linguistic/cultural nuances

Prerequisite: Japanese 101 or 102

Number of Sessions: 7; Time: 6:30–9:30 p.m.; Fee: $39; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Speed Spanish**

Description: Vamos A Hablar Espanol! This conversational Spanish workshop is designed so you can speak Spanish immediately. In fact, you'll be creating complex sentences during the first meeting. By learning six easy strategies, you'll be communicating your wants and needs in most Spanish-speaking situations. Memory techniques are used to accelerate learning. The speed Spanish system is now being taught throughout the United States and Japan.

Number of Sessions: 6; Time: 7–10 p.m.; Fee: $39; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Everyday Spanish Usage**

Description: Enhance your enjoyment of communicating in Spanish by focusing on practical applications in daily life and business situations, as well as those encountered when visiting Spanish-speaking countries. This class is a fun, nonthreatening approach to learning "useful" Spanish, geared to beginning adults. Topics covered include greetings and introductions, car repair, gardening and domestic situations, banks and post offices, sight-seeing, and public transportation. No prerequisite.

Number of Sessions: 7; Time: 6:30–9:30 p.m.; Fee: $39; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Spanish Comprehension for Teachers**

Description: Teachers, spend a few hours on the other side of the desk and learn some useful tools for communicating in Spanish, either with limited-English-speaking students or with their parents. Information includes basic Spanish pronunciation, some common, useful expressions, classroom vocabulary, numbers, days, time-telling, and weather. Appropriate for elementary or secondary teachers. Role playing and dialogue will provide the opportunity for realistic practice. Any specific needs you have will be addressed.

No prerequisite.

Number of Sessions: 6; Time: Noon–3 p.m.; Fee: $39; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **German Conversation for Travelers**

Description: Learn basic pronunciation and expressions with emphasis on being able to ask and answer questions and hold conversations in limited subject areas. Designed to quickly develop your proficiency in German, this class will help prepare you for traveling in German-speaking countries. You also will be introduced to German culture and geography. An optional text may be purchased for class use.

Number of Sessions: 7; Time: 6:30–9:30 p.m.; Fee: $45; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **French for Food and Wine Lovers**

Description: Do you love French food but are embarrassed to pronounce the items on the menu? Are you befuddled as to the difference between coquille and anguille? This class will overcome these problems by identifying dishes and discussing the origins of French cuisine and wines as well as the basic rules of pronunciation. If the group size allows, the class will go to a local French restaurant and choose from a selection of appetizers and entrees specially prepared by the chef for this group. The cost of the meal is not included in the fee.

Number of Sessions: 4; Time: 6:30–9:30 p.m.; Fee: $33; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **French Conversation for Travelers**

Description: Going to Europe? Enjoy the trip much more by learning some common words and phrases. Includes greetings; directions; and restaurant, shopping, and medical phrases to use when traveling in French-speaking countries.

Number of Sessions: 7; Time: 6:30–9:30 p.m.; Fee: $45; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Italian Conversation for Travelers**

Description: A little bit of basic understanding can make a lot of difference when traveling. This class in Italian customs and conversation will ensure a successful adventure by acquainting you with common terms and expressions selected to prepare the traveler for practical situations. Learn pronunciation and grammar in an enjoyable and friendly atmosphere. An optional text may be purchased for class use.

Number of Sessions: 7; Time: 6:30–9:30 p.m.; Fee: $45; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Chinese for the Business Professional**

Description: While the U.S. government is keeping the lines of communication with the Chinese people open, are you ready to talk? What do the Chinese people call China? How can you find a Chinese character in the dictionary? What are the four tones of Mandarin? What is Deng Xiao Ping's family name? Don't be stuck depending on a phrase book in China—and one you can't read at that. Learn "Survival Chinese" from a pro, in only three sessions. This workshop will equip you with the basic conversation skills to communicate with shopkeepers, hotel, restaurant, and travel personnel, as well as your Chinese business hosts.

Number of Sessions: 3; Time: 6–9 p.m.; Fee: $89; College: Fullerton College, Fullerton, CA; Contact: Margriet Hotzy, Program Manager, International Trade and Culture Center; (714) 992-7033.

Course Title: **Conversational Arabic**

Description: This course will acquaint participants with the various regional idiomatic expressions necessary for a successful visit to the Middle East. Our student-centered method stimulates conversation in the very first class.

Number of Sessions: 7; Time: 6:30–8:30 p.m.; Fee: $65; College: Middlesex County College, Edison, NJ; Contact: Virgil H. Blanco, Chairman, Center for International Education and Modern Languages; (201) 548-6000, ext. 3529.

Course Title: **Survival Language Skills: Japanese, German, French**

Number of Sessions: 9 sessions each course; Time: 9 a.m.–noon (Japanese); 7–10 p.m. (German and French); Fee: $95 each course; College: Truckee Meadows Community College, Reno, NV; Contact: Michael Rainey, Executive Director, Western Nevada Resource Center for International Business; (702) 829-9000.

COURSES IN CROSS-CULTURAL COMMUNICATION

Course Title: **Intercultural Relations and Communications**

Description: How do you develop personal or business relationships with people from other cultures? How do gestures, attire, posture, and carriage affect this relationship? What common phrases are used in polite speech? Find answers to these and other questions about cultural nuances and etiquette. An examination of the importance of language, political environment, cultural communications, significant aspects of protocol, and verbal and nonverbal communication will be explored. Emphasis will be placed on the Pacific/Asian region.

Number of Sessions: 1; Time: 9 a.m.–noon; Fee: $35; College: Kapiolani Community College, Honolulu, HI; Contact: Sharon S. Narimatsu, Director of Community Services; (808) 734-9258.

Course Title: **Managing a Multicultural Work Force**

Description: Your company's profitability depends on the productivity of a diverse work force. This workshop will help you identify the attitudes and values you and others have about different racial and ethnic groups. Learn to develop strategies that will increase your effectiveness when managing and supervising a diverse group of employees.

Learn how to reduce conflict and confusion and to communicate with and motivate your ethnic workers. Topics include:

- Understanding different cultures
- Background of primary groups
- Communication across cultures
- Customs of Orange County cultures
- Focus on Hispanic and Vietnamese cultures

Number of Sessions: 1; Time: 9 a.m.–4 p.m.; Fee: $59; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **The Psychology of Doing Business with the Japanese: Out-Thinking the Competition**

Description: To understand how to meet the Japanese challenge, Americans need to be better-informed about the hearts and minds of the challengers. This seminar is designed for anyone who needs to know how the Japanese plan their business strategy on the homefront and how the plans are implemented internationally. The class teaches:

- The goals of Japanese businesspeople
- Cultural factors conditioning Japanese corporate strategy
- How companies prepare their employees for overseas assignments
- Sales strategies and market-entry techniques
- A profile of the average salaried worker in Japan
- A case study of the Hitachi-IBM Spy case from a Japanese perspective

Number of Sessions: 1; Time: 1:30–5 p.m.; Fee: $40; College: Coastline Community College, Fountain Valley, CA; Contact: Beverly A. Miklich, Assistant Dean of Community Services; (714) 241-6181.

Course Title: **Pacific Islands Protocol and Cultural Sensitivity**

Description: How do you develop a personal or business relationship with people from the Pacific area? How do gestures, attire, posture, and carriage affect this relationship? What common phrases are used in polite speech? This course will answer these questions as well as others about cultural nuances and etiquette when dealing with our Pacific neighbors. A must for those with business dealings in the Pacific or those who travel to or entertain visitors from Pacific nations.

Number of Sessions: 1; Time: 8:30–11:30 a.m.; Fee: $35; College: Kapiolani Community College, Honolulu, HI; Contact: Sharon S. Narimatsu, Director of Community Services; (808) 734-9258.

Course Title: **Global Communications**

Description: "We lost a million-dollar deal!" "We just can't find the right distributor." "They didn't show up for our appointment." Sound familiar? Communication is the key to success in international business. It plays a vital role in political and economic change in the global village. In our shrinking world it is more important than ever to be familiar with foreign cultures, to learn to negotiate on foreign turf, and to be as familiar overseas as the Europeans or Japanese are. Learn more about:

- Proxemics, chronemics, and oculesics of each culture you are negotiating with
- Strategies to avoid multinational marketing mistakes
- Job opportunities in international business for those who speak another language
- Becoming culture conscious

Number of Sessions: 2; Time: 6–9 p.m.; Fee: $59; College: Fullerton College, Fullerton, CA; Contact: Margriet Hotzy, Program Manager, International Trade and Culture Center; (714) 992-7033.

SPECIAL INTEREST COURSES

Course Title: **Preparing for an International Career**

Description: Receive information on how to focus your international job search, locate key resources, and identify skills and attitudes essential for overseas success. Learn about international employment opportunities in business, government, education, and public multinational and nonprofit agencies, in addition to how to present credentials to international employers.

Number of Sessions: 1; Time: 7–9:30 p.m.; Fee: $20; College: North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute; (206) 527-3730.

Course Title: **Hosting International Clients and Visitors**

Description: As we enter the 1990s by welcoming global trade expansion and the Goodwill Games, many local businesses and residents are preparing to host a variety of international clients and visitors. Advanced preparation for the hosting experience can make the difference in achieving successful business transactions and developing lasting international friendships. Workshop focuses on increased cultural understanding, overcoming language barriers, tips for entertaining, appropriate gift-giving, and do's and don'ts for both business and social activity.

Number of Sessions: 1; Time: 9 a.m.–noon; Fee: $30; College. North Seattle Community College, Seattle, WA; Contact: Janis Parsley, Manager, International Trade Institute, (206) 527-3730.

Course Title: **Franchising**

Description: This presentation summarizes the principal elements of franchising. From both the interest of the franchisor and the franchisee, the information presented includes the requirements of successful franchising in domestic and foreign markets.

Number of Sessions: 1; Time: 6–8 p.m.; Fee: $20; College: Kapiolani Community College, Honolulu, HI; Contact: Sharon S. Narimatsu, Director of Community Services; (808) 734-9258.

CHAPTER EIGHT
Adding to Your Resources

The global environment is dynamic and challenging; international trade programs must reflect timely and thoughtful responses to anticipated needs of the college's business community. Community college administrators with established trade programs continually become aware of resources available for use by program clients as well as for their own professional development. Colleges obtain videotapes, software packages, and publications for use in their programs and join professional organizations to network and develop expertise. This chapter contains listings of resources that have been recommended by the contributors to this publication.

The listings in this chapter are not meant to be exhaustive but reflect the recommendations of the contributors.

VIDEOTAPES

St. Louis Community College at Forest Park
The Business of Export

Six 20-minute video programs designed for the student, prospective exporter, and new-to-export firm. Ideal for international business courses, workshops, and seminars.

1. The World Is Your Market
2. The International Marketing Mix
3. Documents of International Trade
4. Small Business Goes International
5. Just North of the Border
6. Credit and Collections in International Business

The cost per video is $50 for 1/2" VHS or $65 for 3/4". The series is $240 (VHS) or $300 (3/4"). Any three may be purchased as a partial series for $120 (VHS) or $150 (3/4"). Printed materials are available for each program.

Contact:
David M. Streifford
Chairperson, Department of Business and Economics
St. Louis Community College at Forest Park
5600 Oakland Avenue
St. Louis, MO 63110
(314) 644-9746

Waukesha County Technical College
Developing an Export Program

International markets offer great potential for increased profits. Knowing where to look for them to take advantage of the opportunities is key. This seven-part series will give you the basic information you need to get started.

1. Analyzing Your Organization's Resources
2. Blunders and Goofs: Avoiding Company Embarrassment
3. Trade Shows and Missions
4. Understanding Domestic and Export Pricing Differences
5. Ten Common Export Mistakes and How to Avoid Them
6. Managing Cultural Differences in Business Negotiations
7. Financing Your Export Sales

Tapes are $69.95 each. The series is $379.95.

Documenting and Payment: Keeping Your Export Business on Track

This is the next best thing to being there! Here's an in-depth seminar that gives practical advice in preparing the documents you'll need in the world marketplace to sell your products and to receive payment. Use the learning kit for hands-on experience. Two-part series.

1. How to Determine the Terms of Sale
2. How to Negotiate Documents and Settle an International Contract

Tapes are $109.95 each. The series is $189.95.

How to Develop an International Market for Your Product

Let these expert exporters share their techniques with you. Learn how they identify, evaluate, then penetrate their foreign markets. Find out how they select and manage overseas distributors. Discover state programs that can help you execute your overseas marketing plans. Three-part series.

1. Ten Common Mistakes You Should Avoid in Overseas Marketing
2. Overseas Markets: The People You Need on Your Team to Be a Success
3. Seven Elements in the Circle of Export Success

Tapes 1 and 2 are $99.95 each; tape 3 is $49.95. The series is $189.95.

Moving Cargo Internationally

With this set of tapes, you'll sharpen and improve your skills in moving products effectively and efficiently. Here you'll review ocean, air, and hazardous cargo transportation methods. You'll gain a better understanding of the important role of the freight forwarder. Five-part series.

1. How to Ship Ocean Freight
2. How to Ship Hazardous Materials by Air
3. Freight Forwarding: A Case Study
4. How to Use the Code of Federal Regulations When Shipping Hazardous Materials
5. How to Select the Right Port for Your Products

Tapes are $49.95 each. The series is $189.95.

Communicating Internationally

Know what to do before you leave. Prepare yourself for communicating with foreign customers. With this set of tapes you'll learn that communicating is more than just knowing a language. With the advice of our world-traveling business experts, you'll pick up tips for cultural survival in Eastern and Western Europe, the Middle East, Africa, Latin America, Southeastern Asia, China, and Japan. This is an exciting two-part seminar.

1. How to Think Internationally
2. Seeing Yourself as the Japanese See You

Tape 1 is $209.90; tape 2 is $79.95. The series is $249.95.

Perspectives on Japan: Issues Vital to Doing Business

Top Japanese economic and education representatives discuss issues vital to America. You'll explore the future of U.S.–Japan trade relations, women and the family in Japan, and how Japanese businessmen view the American economy. Price is $69.95.

Trade and Investment Opportunities in Thailand

You'll gain invaluable insights into the Thai business environment. You'll learn what key issues affect Thailand's commercial sector. Our speaker explores government policies, future economic growth trends, and cultural considerations of doing business in Thailand. Price is $69.95.

Women in International Business

For the first time, international businesswomen share their experiences and insights in dealing with overseas attitudes about women in business. They'll let you in on their secrets for success in selling to markets in Asia, Europe, and the Middle East. They focus on opportunities, preparations, pitfalls, and advantages of being a businesswoman in these challenging markets. Six-part series.

1. Business Women Overseas: Getting What You Want
2. Ten Qualities for Success Every Businesswoman Should Know About Europe
3. Business Opportunities for Women in the Middle East
4. Women Establishing Credibility in Asian Business
5. Business Women in Latin America
6. International Career Opportunities for Women

Tapes are $59.95 each. The series is $319.95.

Food and Agribusiness Opportunities in Asia

Practical know-how for agribusiness and food manufacturers who want to understand the Asian market potential. You'll learn about special export requirements and how to spot trends you can appeal to. Experts from throughout the Midwest share a wealth of information in these tapes. Thirteen-part series.

1. Trade Missions: Will They Work for You?
2. Ten Factors for Success When Selling Food Products in Japan
3. Three Asian Markets and How to Rate Them
4. How to be a Futurist in the Asian Food Market
5. Exploring Food Markets in Singapore, Thailand, and Malaysia
6. Farm Machinery Market Opportunities in Asia
7. Asian Feed and Seed Markets
8. Will Your Products Be Admitted to the Asia Market?
9. What Asians Look for When Buying Food Products
10. Costs and Considerations for Packaging Your Food Products
11. Key Government Regulations for Agribusiness Machinery
12. Exporting Livestock to Asia
13. Government Regulations You Should Know for Feed and Seed Exports to Asia

Tapes are $49.95 each. The series is $409.95.

You Can Earn Big Profits in Hardwood Products in Asia

Any company that manufactures and distributes hardwood grade and dimension lumber, veneer, and floorings will find these tapes useful. You'll learn how to establish your niche in the growing markets of the Pacific Rim. Two-part series.

1. Assessing Pacific Rim Market Potential for Your Hardwood Products

2. Seven Guidelines for Penetrating Pacific Rim Markets with Hardwood Products

Tapes are $49.95 each. The series is $79.95.

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SOFTWARE PACKAGES

Company Readiness to Export (CORE) is an expert system for the PC that guides you through a series of questions concerning commitment level, products, and target markets. Based on your response to these questions, CORE II evaluates your company and products in terms of their degree of readiness for entering the international marketplace. Specific recommendations are provided according to the particular strengths and weaknesses of the company and its products. Cost is $250.

Contact:
Dialog Systems Division
A.T. Kearney, Inc.
2842 East Grand River Avenue
East Lansing, MI 48823
(517) 351-1147

World Trade Director is designed to help companies new to exporting through the steps of making the decision to export, finding markets and buyers for their products overseas, financing trade, meeting government and customs requirements, and pricing and distributing their products. The package has four major components: an educational tutorial of over 80 topics; an extensive glossary of concise trade terms; a bibliography of over 1,100 printed and on-line sources of relevant information; and a comprehensive listing of key world trade organizations and contacts. It also gives users on-line access to Worldnet, which provides timely information on trade leads, overseas partners, and other information important to successful exporting. Access to the more than 800 continuously updated databases is provided in an easy-to-use, step-by-step process. Cost to educational institutions is $79.

Contact:
George T. DeBakey
International Systems Development Corporation
1025 Thomas Jefferson Street, Suite 405
Washington, DC 20007
(800) 888-4732 or in Washington DC (202) 625-6965

Export to Win! Test your exporting strategies on a personal computer before you jump into exporting for real. The Port Authority of New York and New Jersey has teamed up with Strategic Management Group, Inc. to develop a business software package that simulates the real-world decisions you might face. The cost is $99.95.

Contact:
Strategic Management Group
3624 Market Street
University City Science Center
Philadelphia, PA 19104
(215) 387-4000

PROFESSIONAL ORGANIZATIONS

The Office of International Services of the **American Association of Community and Junior Colleges** (AACJC) assists member colleges in identifying, developing, and expanding global contacts and relationships and in obtaining contracts and funding for international activities and curriculum development. The Office also works with AACJC's affiliated American Council on International Intercultural Education, which holds two conferences each year. College membership fee for AACJC varies according to number of FTEs; annual membership in the American Council on International Intercultural Education is $589.

Contact:
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American Association of Community and Junior Colleges
One Dupont Circle, NW, Suite 410
Washington, DC 20036
(202) 728-0215

The **Business and International Education Program** of the Center for International Education of the U.S. Department of Education holds an annual meeting for project directors of all Title VI, Part B funded projects in conjunction with the annual meeting of the Academy of International Business. The project directors' meeting is open to all persons interested in international business education.

Contact:
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Community Colleges for International Development, Inc. (CCID) is a consortium of U.S. and Canadian community colleges designed to provide assistance to other countries in mid-level worker training and technical/vocational education; opportunities for international study, exchange, and professional development for students and faculty of community colleges and cooperating overseas institutions; and leadership and services in the development of international dimensions at community colleges. Colleges may join as affiliate members with annual membership dues of $500. One of the consortium's two annual conferences is open to nonmembers.

Contact:
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(407) 632-1111, ext. 3050

The **National Association of Small Business International Trade Educators (NASBITE)** is dedicated to promoting and enhancing the involvement and competitiveness of small businesses in the United States in international trade. Membership is open to any person or organization interested in international trade education for small businesses. Annual dues are $75 per person. The organization holds an annual conference.

Contact:
NASBITE
One World Trade Center
121 S.W. Salmon Street, Suite 210
Portland, OR 97204
(503) 274-7482

The Academy of International Business is a worldwide organization with over 2,200 members in more than 50 countries. The objectives of the Academy are to foster education and to advance professional standards in the field of international business. The Academy holds an annual conference and often holds regional meetings as part of regional or national meetings of professional associations in related disciplines. Annual membership dues are $38.

Contact:
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Mary L. Fifield is vice president for academic affairs at Mott Community College, Michigan, where she has responsibility for instructional programs, student services, and community education, including business and industry training. She has served as a member of the AACJC International/Intercultural Consortium Executive Committee and on the Executive Board of the Illinois Consortium for International Studies and Programs. She has published several articles and co-edited two other books on international trade education as well as made numerous presentations about acquiring funding and developing community college international business programs. She holds a Ph.D. in higher education administration from St. Louis University.